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ABSTRACT

This project was conducted to develop a strategic plan to improve the quality of the Master of Business Administration program at Dowling College (Oakdale, New York), focusing on the issue of specialization in the program, the importance of the curriculum in future careers, the quality of instruction, and the quality of college facilities and services. To determine perceptions of these issues, surveys were conducted of students attending during a preselected week, a random sample of half the alumni, and the 12 faculty members. The surveys showed general agreement that the program should have new specializations; that the preparatory courses prepare students for more advanced courses; that some courses are important to careers and others are no longer important; that the program has quality instruction; and that the workload is moderate. The survey results were used as the basis for a strategic plan for modification of the program and curriculum. The questionnaires and strategic plan are appended. Contains 109 references. (KM)

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A SELF-STUDY AND STRATEGIC PLAN TO IMPROVE THE MASTER
OF BUSINESS ADMINISTRATION PROGRAM
AT DOWLING COLLEGE

by

James F. Newman, M.B.A.

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A Major Applied Research Project presented in
partial fulfillment of the requirements
for the degree of Doctor of Education

Nova University

April, 1988

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Abstract of a Major Applied Research Project Presented
to Nova University in Partial Fulfillment of the
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The Dowling College Master of Business Administration program and curriculum was developed in 1976 to meet the specific needs of the Long Island business community. No major effort had since been made to improve the program nor had any survey been conducted to determine the program's effectiveness or student and/or alumni needs and attitudes.

The purpose of this project was to develop a strategic plan to improve the quality of the MBA program and to ensure that Dowling's educators continue their commitment to quality education, to the Long Island business community, and to the graduate students. The focus was on the issue of specialization in the program, the importance of the curriculum to students' and graduates' careers, the quality of instruction, and the quality of college facilities and services.

In order to ascertain the perceptions of various groups regarding these issues, surveys were conducted of the currently registered students in attendance during a preselected week, a random sample of one-half of the alumni, and the twelve Business Administration Division faculty. The perceptions obtained were tabulated, presented and used as the basis for a strategic plan for curriculum development, modification and/or discontinuance. Thus Dowling College educators may strengthen the Master of Business Administration program, enhance the quality of instruction in the program, satisfy the needs of Dowling's various constituencies and continue to provide well-trained and well-educated employees, managers and leaders to the Long Island business community.

The views obtained disclosed perceptions of the strengths (S) and weaknesses (W) in, the opportunities (O) for and threats (T) to the MBA program. Dowling's faculty must take advantage of these strengths to overcome the weaknesses and threats and take advantage of the opportunities for future development and growth.

This plan includes the following elements:

1. A brief discussion of the current situation within the Master of Business Administration program at Dowling College.
2. Goals and objectives of the Master of Business Administration program.
3. Recommendations for new specializations.

4. Recommendations for the development of new courses deemed important to the careers of students and graduates.

5. Recommendations for the modification and improvement of existing courses.

6. Recommendations for the discontinuance of existing courses now deemed no longer important to the careers of students and graduates.

7. Recommendations regarding improvement in the quality of instruction in the program and the introduction of case studies into more courses.

8. Recommendations regarding improvement in college facilities and/or services.

9. Implementation strategies and time tables.

10. Recommendations for periodic evaluation and feedback.

The implementation of this strategic plan will make Dowling College's Master of Business Administration program one that serves its constituencies well and maintains the integrity of the Master of Business Administration (MBA) degree.

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CHAPTER 1

INTRODUCTION

The Dowling College Master of Business Administration (MBA) program is a broad-based Management program offered in the evening for part-time students who are generally employed full-time and are unable to attend during the day. These students are subject to the same curriculum requirements as full-time students would be. The requirements are that students take six core and four elective courses and complete the program by taking the Management Game course, writing a thesis or serving an internship. Some students are required to take non-credit preparatory courses. Thirty-six credits are required to graduate. Up to six transfer credits may be granted.

Statement of the Problem

The MBA program and curriculum were developed in 1976 to meet the specific needs of the Long Island business community. However, due to the unprecedented demand for the MBA degree in the past, the faculty have become complacent. As a result of this complacency, the program has not remained current. No major effort had since been made to improve the program nor had any survey been conducted to determine the program's effectiveness or student and/or alumni needs and attitudes. The graduate

business curriculum and the program have not kept pace with technological advances and the complex, dynamic environment of business.

Purpose

The purpose of this project was to develop a strategic plan to improve the quality of the MBA program and to ensure that Dowling's educators continue their commitment to quality education, to the Long Island business community, and to the graduate students. The major goal was to enhance the overall quality and effectiveness of the MBA program and curriculum so as to increase enrollment and improve the program's competitive position. The perceptions of the interested parties - students, alumni and faculty - must be understood in order to understand the program's growth potential and initiate desired change. The focus was on the issue of specialization in the program, the importance of the curriculum to students' and graduates' careers, the quality of instruction in the program and the quality of college facilities and services.

Background and Significance

The MBA program provides an educational foundation for responsible business leadership. Students develop a professional point of view in the science of management with respect to organization, operation, administration,

and control of business enterprises; a decision-making capability through application of quantitative tools as a key supplement to their own value judgments; and the capability of utilizing knowledge within the complex environment of our society. Emphasis is placed upon creating within these individuals a sense of responsibility to qualify them as prospective managers whose mission is to assume social responsibility as well as to serve their own economic interests (Dowling College Graduate Studies Bulletin, 1986:19). The program serves as a valuable resource for the business community in the development of its management talent. Continued growth in business activity has created a strong demand for MBAs.

The continued and increased enrollment in the MBA program is of major importance to Dowling. This program, an incremental income producer with little in the way of incremental expenses, is important in that it adds prestige to the college and helps develop relationships with the business community. This incremental income has helped Dowling maintain a stable tuition for five years and has helped to increase overall enrollment while other colleges have increased tuition and decreased enrollment.

Some studies predict a future decline in MBA enrollments. Prokesch (1985:56) has written:

But B-school officials fear that their glory days are over. Not only has the MBA become a surplus commodity, but also the last of the baby boom has made its way through business school, and applications are sliding.

Keller (1983:12) stated that between 1979 and 1994 the expected decrease in high school graduates in New York would be 43 percent. This decrease has and will impact on many Masters and undergraduate programs. A passive approach to recruitment will no longer assure an adequate number of students, therefore, academics must attempt to understand the students currently being served. This could be done more effectively if program strengths and weaknesses were assessed and perceptions of the need for specializations, of the importance of courses to careers and the quality of instruction were determined.

Student and Alumni Profiles

At the time of the survey, there were 146 students in the program. Of these, 14 had received incompletes leaving a pool of 132 potential respondents; 124 (97 percent) responded. Forty students would have six or fewer credits by the end of the semester in session and, therefore, were not counted as participants since clear perceptions of the program may not have been formed.

Thirty-five female and 89 male students as well as 12 female and 38 male alumni responded. Two alumni surveys were anonymous. The majority of subjects in both groups live in Suffolk County.

The ages of the current students and the ages of the alumni at the time of entry into the MBA program were determined and are listed in Figure 1.

Age Range	Students	Alumni
20-25	24	13
26-30	21	15
31-35	19	8
36-40	13	5
>40	7	9
Totals	84	50

Figure 1

Age of Current Students and Age of Alumni at Time of
Entry Into The Program

Major Issues and Research Questions

Major Issues.

Much criticism has been aimed at MBA programs in the past several years. Serious questions have been raised about the effectiveness of the curricula in the nation's business schools. Business academics and executives alike have been questioning whether schools are producing graduates who are prepared for today's dynamic, complex business environment. Since the needs of the business community are the same, there has been no distinction made in the available literature between the program and curriculum requirements for part-time and full-time students. Some of the general issues in graduate business education today include:

1. Whether the MBA should be broad-based or specialized.

2. Whether an innovative, state-of-the-art curriculum is more relevant to today's business.

3. Whether there should be emphasis on exposition in instruction or student involvement in case studies.

4. Whether MBA programs should be involved in corporate in-house training programs for managers or in corporate colleges which grant degrees and often have a more concentrated curriculum.

Business education in America is at a crossroads. Over the past two decades the MBA degree has flourished, in part because it provided a broad foundation in the functions of modern business (Hunt and Speck, 1986:159). Most writers and critics of graduate business education feel that the needs of today's business community and today's students are quite different, and therefore the curriculum of graduate business education must be constantly updated, upgraded and made flexible enough to meet the dynamic changes in the complex business world of today and of the future. Curriculum revision is probably the most crucial issue facing business educators today.

Business educators will have to seek and find niches and develop curricula that will satisfy the needs of local communities. Swartz (1985:1) stated, "Many business educators say that the most important step school administrators and faculties can take to remain competitive is to find a market niche compatible with their resources."

Dowling's academics had to determine if the MBA program and curriculum needed updating and upgrading and was flexible enough to meet the dynamic changes in the management needs of business. No major effort had ever been made to improve the program and/or the curriculum nor had any surveys been conducted to determine the program's effectiveness or student and alumni needs and attitudes. The faculty had expressed opinions that the curriculum and the program had not kept pace with the technological advances of the complex, dynamic environment of business.

Research Questions.

In order to achieve the purpose of this study, the following research questions were proposed:

1. How important are the individual courses to the students' and graduates' careers?
2. Are existing courses suitable to meet the needs of the students' and graduates' careers? Is it necessary to add new courses that are important to the students' and graduates' careers?
3. How do students, alumni and faculty perceive the quality of instruction in the program?
4. How do students, alumni and faculty rate the quality of college facilities and services?
5. What elements should be included in the strategic plan to be developed for revision and improvement of the MBA program at Dowling College?

During the course of this study, it became evident that the following Research Question should be added.

6. Should Dowling College offer the Master of Business Administration (MBA) degree in certain specializations other than Management?

Definition of Terms

In this Major Applied Research Project, certain terms were used that may be ambiguous or the usage of these particular terms may differ from that used by the readers. These particular terms are operationally defined below.

MBA Student	The Dowling MBA student is one who is generally employed full-time, often in a lower to middle management position on Long Island. The student usually attends part-time at night (all courses are taught at night) and takes two courses per semester.
Semester	Dowling has five semesters per year - Fall (15 weeks), Winter (5 weeks), Spring (15 weeks), and two in the Summer (five weeks each).
Students' and graduates' careers	Dowling's MBA students are usually part-time students who are employed full-time, often in lower to middle management positions. The term applies to the various and sundry careers of the students and graduates.
College facilities and services	Facilities and services include the library and the services rendered therein and the computer center and the services rendered therein. Also included are the admissions, financial aid, registration and Bursar's office procedures.

Assumptions and Limitations

Assumptions

An assumption was that the Business faculty would cooperate not only in responding to the survey but in allowing class time for the distribution and collection of the student surveys. Another assumption was that the College's alumni mailing list would be made available and would be as complete as possible. Another assumption was that when the surveys were issued, the respondents would answer honestly and give true perceptions of the program. A fourth assumption was that the respondents were in fact representative of the total group they represented. A major assumption was that the responses would be meaningful enough and present a broad enough spectrum of ideas so as to draw proper conclusions from which to develop a strategic plan and make recommendations.

Limitations

During the study, certain limitations were encountered. Due to the small size of the MBA program and the limited years it has been in existence, the survey instruments were issued to a limited number of students, alumni and faculty. This limited number of students, alumni and faculty, while responding, may not have presented all their perceptions of and all the strengths and weaknesses of, opportunities for and threats to the MBA.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Evaluation

Evaluation is a dominant aspect of educational practice (Sadler, 1983:60). Evaluation is implicit in the development of new knowledge and in the creative interpretation of existing knowledge (Craven, 1980:433). Stufflebeam et al. (1971:40) defined evaluation as "the process of delineating, obtaining, and providing useful information for judging decision alternatives." Suchman (1967:7) stated that evaluation is the "social process of making judgments of worth." Dressel (1976:1) wrote that "evaluation is both a judgment on the worth or impact of a program, procedure, or individual, and the process whereby the judgment is made." Most writers relate the evaluation process to decision-making.

There are many approaches to evaluation. One of the first approaches was to equate the excellence of a program with the perceived quality of its inputs. A second approach focused upon program inputs and objectives wherein evaluators attempt to discover to what extent the goals and objectives of the program have been achieved. There are limitations to this approach since it has a narrow focus and the goals and objectives of the program being evaluated must be very clearly stated so as to be

measurable. Goal-free and goal-based evaluation models have been developed which provide a more complete and valid understanding of program outputs and objectives (Craven, 1980:433-434). Worthen (1980:89-90) stated that evaluation studies are strongest when tailored specifically to meet the clients' needs, drawing as necessary on multiple perspectives rather than following the prescriptions of any one evaluation model or method. Eisner (1985:195-197) agreed:

Using evaluation to revise the curriculum is in my view one of the central functions of evaluation. A fourth function of evaluation is to anticipate or identify educational needs. Needs assessment is the process for justifying the educational importance of educational innovation.

Craven (1980:434-436) stated that limitations of the goal attainment approaches have stimulated some researchers' interest in process-oriented approaches such as the Countenance Model developed by Stake in 1972, responsive evaluation developed by Stake in 1975, transactional evaluation, and illuminative evaluation. The responsive evaluation model, a subjective process, is based primarily on observation and reaction and focuses more directly on activities than on intents.

Craven (1980:437) further explained that in an effort to respond to a greater range of decision-making needs in higher education, several more comprehensive approaches to educational evaluation have been developed including the CIPP (Context - Input - Process - Product)

Model and holistic evaluation. Other models that are similar to the CIPP Model are the Provus Discrepancy Model (1977) and the CSF Model developed by the University of California at Los Angeles (UCLA) Center for the Study of Evaluation (Craven, 1980:438).

Craven (1980:434) defined program evaluation as

. . . . the process of specifying, defining, collecting, analyzing, and interpreting information about designated aspects of a given program and using that information to arrive at value judgements among decision alternatives regarding the installation, continuation, modification or termination of a program.

Craven (1980:440) went on to claim that

Indigenous approaches to program evaluation have been developing in higher education during the past twenty or thirty years not only because of external pressures for accountability but also internal pressures for resource allocation and the need to maintain and improve program quality. In general, these approaches are comprehensive because they seek to respond to a wide range of decision-making issues within institutions.

Typically, these approaches entail a program self-study with current students, alumni, and faculty participating. The self-study will usually utilize standardized data forms to collect data to be used in analysis. Some areas covered in such an approach include context, need, program requirements, curriculum relevance, student profiles, academic support services, and finally recommendations for the future (Craven, 1980:441). When completed, the results of the self-study are summarized and presented to the appropriate parties along with recommendations for analysis and decision-making purposes.

Need for Improvement in Programs

From a broad point of view, management is the effective organization and direction of resources including people, technology, money, and materials to achieve organizational and business goals. In practice, the professional manager is concerned with planning, profitability, and efficiency in business organizations (Kurst, 1982:11). Management is a function, a discipline, a task to be done; and managers are the professionals who practice this discipline, carry out the functions, and discharge these tasks (Drucker, 1974:6).

There has been much criticism of MBA programs in the past several years. Serious questions have been raised about the effectiveness of the curricula in the nation's business schools. Morgenthauer (1986:1) stated that on the whole, the nation's schools appear to be meeting the hiring needs of business yet he stated that there was some imbalance between what business schools are turning out and what employers are taking in. Employers have become more discriminating in their appraisal of the MBA degree. Employers have begun to criticize the curricula and approaches used by many schools. Many writers have criticized the emphasis on financial management and quantitative techniques which may cause MBAs to gain skills in managing businesses but not gain skills in managing people.

Responding to growing criticism from the business community, graduate business school educators across the country are examining and changing their curricula to meet the changing needs of business (Swartz, 1985:1). Eisner (1985:202) wrote that the appraisal of curriculum needs to be made with an eye towards its appropriateness for the population for whom it is intended. Business educators have begun to question whether their schools are producing candidates who are prepared for the corporate world's complexity, rigor, and down-to-earth problems. These educators seek to identify those aspects of the curriculum that contribute most to the value of the MBA (Jenkins, Reizenstein and Rodgers, 1984:20). Piper, senior associate dean at Harvard Business School, is quoted by Swartz (1985:1): "What I'm hearing is a need to review the product (MBA education), to improve the product, and to change the product." College and university educators must understand what kind of "product" is being produced and what kind of "product" is needed by the business community (Wooten, McCullough and Blackburn, 1984:26).

A major issue today is whether the MBA should be broad-based or specialized. Questions have been raised by academics and executives alike as to whether or not the "broad" MBA is the curriculum format most appropriate for the education of business students in the 1980s. There is increasing concern that the classic formula (the broad MBA), that is, with little or no specialization, is no

longer the formula for success. The American Association of Collegiate Schools of Business (AACSB) accreditation guidelines state that the MBA curriculum should furnish a broad education, yet more and more MBA programs allow or require functional specialization. Dowling's program, like most other programs, is not accredited by the AACSB.

Business academics must presently decide whether the broad MBA is still the preferred model for graduate business education or whether it would be better to introduce greater graduate specialization (Hunt and Speck, 1986:159-161). While both academics and business executives surveyed by Jenkins, Reizenstein and Rodgers (1984) supported the objective of having a broad MBA, business school deans believe most strongly that the ideal MBA is a generalist rather than a specialist. Ironically, more than 50% of the survey respondents felt that an MBA graduate should have a functional specialty with the business community respondents, especially MBA alumni, registering this view most firmly (Jenkins, Reizenstein, and Rodgers, 1984:21). Hunt and Speck (1986:165-170) also wrote that the traditional broad MBA program is least preferred by corporate employers and that nothing in their findings suggests that MBA students prefer the broad MBA. Students usually plan their educational strategies based on their career plans and today these plans often call for specialization. Some educators subscribe to the theory that managers should be generalists and offer a fixed

curriculum with no provision for electives or a field of concentration (Kurst, 1982:12). The Dowling MBA program, a broad-based Management program, requires a core of six courses from a list of eight and four electives from a list of ten followed by a six credit option - either the Management Game course, writing a thesis or an internship.

Recently, members of the American Association of Collegiate Schools of Business (AACSB) Committee on the future of management education and development recommended that the AACSB should encourage program diversity and stimulate innovation (Hunt and Speck, 1986:173). Fowler (1985:D10) wrote that Dr. Zoffer, the president of the AACSB, believes that deans of business schools need more freedom to bring about change. Zoffer believes that educators should be a "pro-active force" rather than a "reactionary influence" on management in the next century.

Fowler (1985:D10) further quoted Zoffer:

. . . . we have got to create among MBA students more awareness of global markets both on the economic and financial level as well as develop in them cultural sophistication.

Jenkins, Reizenstein and Rodgers (1984:26) found that academics are strong advocates of international business while executives think these courses are less important. Zoffer, who is also worried about entrepreneurship and innovation, was quoted by Fowler (1985:D10):

We in business schools are accused of educating graduates who can trot out seasoned tools to solve problems, but who are terrified to venture into new arenas.

What is needed today, according to many writers, is an innovative, state-of-the-art curriculum. Swartz (1985:1) contended that innovation may determine which business schools survive the next decade.

Morgenthaler (1986:1) contended that the most common complaints about business schools involve students' competence in the basics. Kerins, the Executive Vice-President for Human Resources at Barnett Banks of Florida, stated, "The one thing we find virtually lacking is sound writing skills" (Morgenthaler, 1986:1). Jenkins, Reizenstein and Rodgers (1984:20), in a survey of Fortune 500 executives, business school deans, faculty and alumni, found that executives and academics did not see eye to eye on what the graduate schools - and students - need most. Neither executives nor academics were satisfied, for example, with the way MBA graduates write and speak. Many felt that educators fall short in this critical management training area but deans and faculty were more critical of the graduates' communication skills than were corporate executives that hire these graduates. Many writers have contended that corporate employers claim that the greatest shortcoming in higher education is the inability of students to communicate by the written and spoken word.

Harvard University President Bok has suggested that administrators should make course offerings more relevant to today's business by providing students with a better grounding in ethical standards and in corporate

planning amid current social and regulatory upheavals (Wooten, McCullough and Blackburn, 1984:23). Seventy-nine percent of the Fortune 500 survey respondents felt that ethics is an important functional area in MBA curricula and should be an integral part of the training of MBA students. All groups surveyed thought that ethics should figure more prominently in the curriculum but business leaders were more critical and concerned that important ethical issues are being overlooked (Jenkins, Reizenstein and Rodgers, 1986:26). McConville (1987:8-9) wrote that business educators are under fire about whether enough emphasis is placed on teaching ethics.

Educators, though, are divided on how ethics should be taught. Some believe ethics should be part of every course, while others think it should be taught in separate classes by people trained in philosophy and business. At some schools students are required to take an ethics course. McConville (1987:8-9) quoted Robert Lamb, who teaches ethics to New York University MBAs:

By using case studies you can force students to consider ethical questions. If you take a philosophical approach and lecture about ethics, you're mistaken if you think students will learn anything.

Educators also question whether students can be taught to act ethically if they haven't already developed standards. McConville (1987:8-9) contends that most feel it is unrealistic to expect a business school to mold its students' ethical behavior. McConville (1987:8-9) quoted

NYU's Basil: "If a person doesn't have his own ethics to begin with, he won't learn it in business school."

Wooten, McCullough and Blackburn (1984:23) quoted one Harvard educator: "MBAs aren't interested in ethics. They're obsessed with getting jobs and competing with each other." Yet, John S.R. Shad, the former Securities and Exchange Commission Chairman, thought otherwise and made a gift of thirty million dollars to Harvard to fund a teaching program in ethics and to create classroom case studies in the subject. This amount exceeds the annual budget of virtually every graduate business school in the country. The interesting thing here is that students at Harvard are not even required to study ethics - and this policy probably won't change (Byrne, 1987:40).

Morgenthaler (1986:1) also noted that a typical shortcoming in business education is in the area of analytical thinking. Hennessey (1984:23) has written that organizational life in industrialized nations has become more complex, and this has created a huge demand for better analysis and management. Wyman (1986:C10) claimed that business problems require creative and sometimes unorthodox approaches, thus there is a premium on managers with the ability to be flexible, critical, and capable of continuous learning: managers with the skills to anticipate change and not be surprised. Yet, 87 percent of the Fortune 500 presidents surveyed were satisfied with the analytical ability of MBAs while only 62 percent of

the faculty respondents were satisfied (Jenkins, Reizenstein and Rodgers, 1984:26).

Basic curriculum and course requirements reflect the faculty's judgment of the courses every student should take to meet the program's overall goals (Kurst, 1982:12). Wooten, McCullough and Blackburn (1984:23) declared that B-school instruction should be tailored more to fit the experiences of the real world. Eisner (1985:202) asserted that curriculum should be appropriate for the population for whom it is intended. Wyman (1986:C10) wrote that MBA programs ignore the need to develop managers whose view of the world extends beyond the perimeter of their desks. Business schools have been blamed for everything from instilling a narrow, short-term view in American managers to preparing students to be chief executive officers (CEOs) rather than entry-level or middle-level managers (Swartz, 1985:1). Jenkins, Reizenstein and Rodgers (1984:26) found that 61 percent of the Fortune 500 presidents and 65 percent of the personnel directors thought that MBA programs focus too much on ivory-tower concepts. More than 70 percent of the Fortune 500 groups believed that MBAs are trained to solve top-management, long-term, strategically oriented problems rather than make day-to-day operational decisions (Jenkins, Reizenstein and Rodgers, 1984:26). Executives feel MBAs need more "start-up" skills. As the business environment develops into a more complex, dynamic environment, business school

educators must provide a more complex, dynamic curriculum, appropriate for the population for whom it is intended.

Morgenthaler (1986:1) affirmed that educators are developing new curricula to reflect changing demands. Wooten, McCullough and Blackburn (1984:23) wrote that many educators are trying to get that balance between the academic and the real world by adopting new courses. New courses are springing up as educators try to meet the changing needs of business (Swartz, 1985:1). Jenkins, Reizenstein and Rodgers (1984:30) wrote that there are compelling arguments for reevaluating and perhaps restructuring graduate schools' curricula.

Another concern today is in the area of business school instructional techniques. Many writers feel that there is a tendency to stress exposition by instructors, not active participation by students and that this adds to the problem of graduates not having entry level skills. The case method of instruction is used at many schools, particularly Harvard, however the case method has been criticized and dropped at some graduate business schools. The increased use of the case method, an operationally oriented teaching tool which was favored by corporate survey respondents, might help to offset some of the operational weaknesses noticed in MBAs. The Fortune 500 presidents who responded to a survey favored applied approaches in teaching, the use of case studies, and a teaching-oriented versus a research-oriented faculty.

Academics, however, are more likely to prefer theory and are less willing to give up lectures as their primary teaching tool (Jenkins, Reizenstein and Rodgers, 1984:26). The AACSB has urged academics to improve the quality of MBA programs and the instruction therein.

Nearly all business educators are joining the push for executive education. The proliferation of MBA degrees in the past 20 years has created a potential for post-MBA education (Swartz, 1985:1). Due to the lower numbers of students in MBA programs, many academics are rushing to lure executives back to school by offering nondegree courses; skeptics, however, argue that many of the best known schools are compromising their independence by letting corporate customers dictate curriculum. Less prestigious B-school academics do see their school's very survival depending on executive education. At Wharton, a very prestigious school, the MBA curriculum is being upgraded and the number of one- and two-week seminars in strategic management, marketing, finance, and decision science has quadrupled (Prokesch, 1985:56).

Prokesch (1985:56) cited another problem for business schools which is that many businesses have been and are establishing in-house training programs for their managers. He stated, "Apparently they believe there are subjects their managers cannot learn in someone else's school." Outside the traditional higher education institutions, an aggressive, service-oriented,

non-traditional "third sector" of higher education is being born (Keller, 1983:18). A growing number of business-connected schools are helping to meet industry's rising demand for people with high-quality, advanced and specialized education since the graduate business programs at this country's 3,300 traditional colleges and universities aren't satisfying the demand for the focused, business-related instruction that the corporate colleges offer. There are notable differences between these corporate colleges and their traditional academic counterparts. They include entrance requirements at corporate colleges which are tough, very few, if any, easy courses and a workload that is intimidating (McClenahan, 1986: 45-46). This suggests that the college and university graduate schools of business do not have tough entrance requirements, have easy courses and a light workload. Many academics and many more students at these institutions of higher education would dispute these "differences."

Related Studies of Graduate Business Education

Literature related to the evaluation of and change in Master of Business Administration programs is not too readily available. A computer data base search of literature in this field failed to turn up any related studies. A search of thesis abstracts and other literature also failed to turn up any major related

studies in this most important area of graduate business education. One has to assume that most graduate business evaluative studies remain "in-house".

Sable (1985:14) in his Nova University Major Applied Research Project stated:

Among the early advocates of the application of marketing to higher education were Fram (1972, 1973, 1974) and Krachenberg (1972), followed by Gorman (1974), Berry and George (1975), Huddleston (1976), Kotler (1976), Ihlanfeldt (1980), and Litten, Sullivan, and Brodigan (1983).

The value of these studies was somewhat limited in this project, however, since these studies apply primarily to marketing. Remus and Wong (1982) evaluated five models for the admission decision. Day (1985) and a Business Week reporter both examined Harvard's dropping of the Graduate Management Admissions Test (GMAT). Kurst (1982) edited the Official Guide to MBA Programs, Admissions, & Careers. Steel, Scott and Fedor (1978) described what graduate business school educators are looking for.

Hunt and Speck (1986) concentrated on whether the "broad" MBA is the curriculum format most appropriate for the 1980s. Fox and Kotler (1984) did research dealing with educational strategic planning, the assessing of current offerings and new program development and implementation. Business Week reporters (1982) also looked into "What Are They Teaching in the B-Schools?" Alexander et al. (1979), Dressel (1982), Garet, Butler-Nelin and Bassage (1982), Hambrick (1975), Jenkins,

Reizenstein and Rodgers (1984), Reilly (1982), Swartz (1985) and Wolfe (1985) all examined graduate business curriculum development and implementation.

"Is Curriculum Keeping Pace with Business?" was the title of a study by Demong, Campsey, and Petit (1983). Jenkins and Reizenstein (1984) looked at the contents, output and relevance of MBA programs. Lueck (1986) described one business school's efforts to sustain itself and survive in the New York Times article "Can a Second-Tier School Crack the Elite?"

Roy (1981:1297) examined graduate universities in the Science article "Graduate Universities - A New Model". Hambrick (1975) also investigated business programs in the article "What Should an MBA Program Be?" Byrne (1986) contended that schools should have the American Assembly of Collegiate Schools of Business (AACSB) accreditation as a seal of approval. Fowler (1985), Lueck (1986), Moody (1983), and Pollock, Bartol, Sherony and Carnahan (1983) examined various aspects of business programs. Alexander et al. (1979), Hunt and Speck (1986), and Mayhew (1980) also investigated business schools and the future of graduate business education.

Sanoff's article "Hard Times Come to Graduate Schools" appeared in U.S. News & World Report (1982). Stolzenberg (1985) examined the changing demand for management education. Steel, Scott and Fedor (1978) wrote "Graduate Business Schools: What Are They Looking For?"

Business Week magazine has published several articles such as "The Swing to Practicality in the B-Schools" (1979) and "Hard Times Push B-Schools into Basics" (1982). Business Week magazine also published the article "Your Second Chance at an MBA" (1984).

There have been many studies as well as articles published dealing with business executives' and employers' ratings of graduate business schools and graduate business education. Moody (1983) looked into what business executives expect of graduate business schools. Reilly (1982) listed complaints regarding various graduate business school curricula and the preparedness of the graduates of such schools to enter the world of business. Reilly (1982) also presented proposals for improving instruction in Master of Business Administration (MBA) programs and described techniques for making the MBA class more realistic. Maimon (1980) also examined how business school graduates and employers rated MBA programs along certain skill development dimensions such as initiative, judgment, decision making, leadership, problem diagnosis and problem solving. Jenkins, Reizenstein and Rodgers (1984) presented a report card on the Master of Business Administration degree.

The American Association of Collegiate Schools of Business (AACSB) (1981) published "B-Schools Do Not Have a Lock on Management Education." Starcevich and Sykes (1980) examined internal advanced management programs of

executive development using a survey and a case study. Allio (1984), Case (1984), McCleary (1983), McClenahan (1986), and Prokesch (1985) all examined executive MBA programs. A survey of 207 deans of colleges of business administration to gather information on programs developed for executives at AACSB accredited schools was conducted by Maidment (1986).

Strategic Planning to Achieve Desired Change.

In his President's Report to the Board of Trustees, Meskill (1985:1) stated:

At Dowling College, strategic planning and management has been essentially the process of merging the College's mission, goals, and objectives with the needs of the society it serves. The process has always been to focus on the future -- assuring the long range strength of Dowling College by identifying our uniqueness and strengths, and by utilizing our resources prudently in responding to both opportunities and challenges. . . . Strategic planning and management at Dowling includes: environmental assessment, ends planning, planning means and resources, implementation planning, implementation, and continual monitoring of the process to ensure its effectiveness.

Strategic management consists of those aspects of the management process that are concerned with ensuring that an organization is viable and that its resources are adapted to its environment in a way that permits efficient achievement of the organization's goals, using appropriate courses of action with acceptable degrees of risk (Paine and Anderson, 1983:6). Formulating a suitable strategic plan involves matching an organization's internal

capabilities (strengths) with external opportunities, subject to an acceptable degree of risk (based upon weaknesses and threats). Strategic management is fundamental to survival, success, and growth and involves leadership, ingenuity and creativity, social values and ethics, and analysis (Thompson and Strickland, 1978:46). Strategic management is the most necessary and important activity on which administrators can concentrate (Paine and Anderson, 1983:12). Keller (1983:45) contended that:

The new management for higher education is being hammered out blow by blow under the duress of financial deficits, cutbacks, enrollment declines, and the demands of the paying clients. It is also being assembled in the less fiery area of new courses, programs, and workshops for academic executives, coaxing them into new habits, introducing them to financial and strategic planning, performance controls, and collaborative decision-making.

Strategic management is a systematic approach to a major and increasingly important responsibility of management, that is to position and relate an organization to its environment in a way which will assure its continued success and make it secure from surprises (Ansoff, 1984:xv). Higgins (1983:4) declared that:

Strategic management stresses managing the organization's relationship with its environment as a means to mission accomplishment. Strategic management recognizes that most organizations operate in increasingly volatile and hostile environments.

If there has been any major transformation in outlook in higher education in the past few years, it has been in the acute new awareness of the economic, political, and cultural environment surrounding the campuses and of the

market for educational services. In the emerging style of academic management the outside world looms much larger (Keller, 1983:69-70). Keller (1983:57) quoted Harvard professor Theodore Levitt as follows:

Management consists of the rational assessment of a situation and the systematic selection of goals and purposes (what is to be done?); the systematic development of strategies to achieve those goals; the marshalling of the required resources; the rational design, organization, direction, and control of the activities required to attain the selected purposes; and finally the motivating and rewarding of people.

Basically a strategy is a set of decision-making rules for guidance of organizational behavior. Strategies typically produce no immediate concrete productive action (Ansoff, 1984:32). Strategy provides direction and guidance for administrative processes and policies (Thompson and Strickland, 1978:59). Strategy should be designed on the basis of continuous matching of anticipated opportunities and problems with distinctive organizational strengths and limitations (Newman and Logan, 1981:8). Strategic planning provides an overview of an organization and its relevant environment (Stoner and Fry, 1987:11). Strategic planning involves continuous adjustments to shifting conditions (Keller, 1983:140).

Peter Drucker (1974:125) has defined strategic planning as follows:

It is the continuous process of making present entrepreneurial (risk-taking) decisions systematically and with the greatest knowledge of their futurity; organizing systematically the efforts needed to carry out these decisions; and measuring the results of these decisions through organized systematic feedback.

Strategic planning is not a box of tricks nor a bundle of techniques but rather analytical thinking and commitment of resources to action. It is not forecasting but is necessary precisely because man cannot forecast accurately. Strategic planning does not deal with future decisions but with the futurity of present decisions. It is not an attempt to eliminate risk, nor even to minimize risk, but rather the choosing rationally among risk-taking courses of action (Drucker, 1974:123-125). Strategic planning is not the production of a blueprint nor a set of platitudes. Strategic planning is not the personal vision of the president or board of trustees. Strategic planning is often done by individuals in departments or by an established strategic planning department. Plans must usually be approved by the chief executive officer or his representatives. Keller agreed with Drucker that strategic planning is not a way of eliminating risks but rather increases risk taking.

Strategic planning, a complex and time consuming process, is a continuous long-term process not designed for immediate results. Ansoff (1984:15) contended that: "In strategic planning, the future is not necessarily expected to be an improvement over the past." Strategic planning is a systematic procedure for entrepreneurial management which bases the organization's future strategy on examination of novel alternatives (Ansoff, 1984:485). Strategic planning consists of two basic phases: (1)

developing the strategy and (2) developing the plans (Murdick, Eckhouse, Moor and Zimmerer, 1980:105). Strategic plans are major, comprehensive, and usually long-term plans for accomplishing strategic objectives and, hence, mission (Higgins, 1983:4).

Change is a consequence of viable open social systems. The ability of a system to grow and develop is the essential element of viability (Zaltman, Florio and Sikorski, 1977:125-126). Managers, to be effective, can no longer be content to let change occur as it will but must be able to develop strategies to plan, direct, and control change (Hersey and Blanchard, 1982:266). Change efforts should have an evaluation function as a major component (Zaltman, Florio and Sikorski, 1977:249).

The ability of social systems to shape and direct their activities is dependent on their involvement in systematic planning for intentional change and innovation (Zaltman, Florio and Sikorski, 1977:127). Planning is an intellectual process which entails analyzing anticipated future circumstances, both external and internal, and developing within the context of that future an objective, guidelines for actions (policies), implementation plans, an organization, and controls designed to achieve the objective (Mockler, 1973:71). Planning includes thinking about the fundamental nature of the organization and deciding how it should be positioned in its environment, how it should develop and deploy its particular strengths,

and how it should cope with threats and opportunities in the environment (Hampton, 1986:22). Zaltman, Florio and Sikorski (1977:125), who view planning as the systematic preparation for decisions and action, wrote:

It should not be a one-instance, temporary activity, but a continuous process involving diagnosis, monitoring, data collection and analysis, evaluation, feedback, agenda building, need assessment, review and screening of resources and alternative innovations, strategy building, and decision making.

Effective organizational strategies and policies are key ingredients of successful enterprises. Strategy and policy embrace the activities associated with defining a purpose and mission, working out a comprehensive master plan for the organization, marshalling the resources requisite for strategic accomplishment, and directing the pursuit of chosen goals and objectives. Strategy is a comprehensive description of an organization's plan for achieving goals, objectives and purposes. Strategy indicates how an organization plans to get where it wants to go. Glueck and Jauch (1984:8) defined a strategy as a unified, comprehensive, and integrated plan that relates the strategic advantages of the organization to the challenges of the environment and that is designed to ensure that the basic objectives of the organization are achieved through proper execution by the organization. Policy guides and controls strategy implementation and indicates how internal organizational processes will function and be administered. Together, a well-conceived

strategy/policy framework offers a solid conceptual basis for direction of the total enterprise (Thompson and Strickland, 1978:3-13).

In addition to consumer research and program evaluation, many academics are undertaking strategic planning, assessing their schools' and programs' strengths and weaknesses in the light of anticipated future circumstances and taking steps to respond to these circumstances. The needs and wants of target markets must be determined and then satisfied through the design, communication, pricing, and delivery of appropriate and competitively viable programs and services. Such research begins with currently enrolled students in order to identify areas of satisfaction and dissatisfaction with the program (Fox and Kotler, 1984:15).

The collection and analysis of evaluation data is not an end in itself. These data must be used in the decision-making process. Research reports should describe conclusions reached and the data upon which each conclusion was reached. Recommendations should be made for improvement and/or change in the program and its curriculum and strategic plans offered to implement such improvement and/or change (Tuckman, 1985:201-205). Change in education is more difficult than in many other sectors of society since change in education is shaped by the unique nature of educational systems and organizations (Zaltman, Florio and Sikorski, 1977:xv-3).

Zaltman, Florio and Sikorski (1977:71) wrote that:

Models of change describe or perhaps prescribe in a formal way the general process of change. When the planner begins to outline an approach for actually executing change, his mode becomes strategic. . . . The strategy may be developed along the lines of a particular change model or according to the planner's intuition.

One change model - the survey feedback - problem solving - collective decision model (SF-PS-CD) represents a problem solving perspective for organizational change. This model serves as an organizational development approach to planned change, focusing on group processes and problems. It includes evaluation, internal diffusion, legitimation, adoption and implementation. The strategy which is selected involves judging which approach or combination of approaches will be best, given the situational opportunities and/or constraints (Zaltman, Florio and Sikorski, 1977:60-90).

Zaltman, Florio and Sikorski (1977:110) suggested a marketing approach to strategy development within education. They listed several questions that should be asked in developing a strategic plan for institutions:

1. What should be done to gain further acceptance of existing products (program/courses)?
2. What program/course changes are suggested to reach users and non-users?
3. What should replace present courses? Are there new courses suggested by research that will appeal to and attract students?

4. Should additional courses and services be made available to current students? Should the college offer additional and more specialized electives?

5. Would additional students be attracted by offering more courses within a major or more majors?

6. What new users are there for the present product? How can these new users be found?

7. How can one stimulate innovation in teaching methodology and curriculum material? Should new texts be introduced?

8. What opportunities exist for expansion of activities?

Tuckman (1985:206-8) suggested, as do most strategists, that the evaluator maximize the involvement of as many different individuals and/or groups as possible to minimize resistance to change. The degree of acceptance, satisfaction, commitment, and follow-up action with regard to planning decisions is positively related to the degree of involvement that individuals and/or groups in the system feel they have in the decision-making process. Strategies need to have a keen sense of the particular strengths and prejudices of the key implementers. Strategies should not be built, however, entirely around one or two individuals (Keller, 1983:157).

Decisions about the possibility of extending a program or improving its level of implementation also should be considered. Tuckman (1985:206-8) contended that

strong, operational, action-oriented recommendations (strategic plans), based upon the conclusions of the evaluation, be included in the final report. Whereas conclusions are passive, recommendations should be active. Activities necessary to bring about a productive relationship between educational systems and their environments are the essential elements of the planning process (Zaltman, Florio and Sikorski, 1977:127).

To plan for organizational change, it is necessary to:

1. Identify the organizational mission, goals and objectives.
2. Identify problems.
3. Assess needs.
4. Identify resources and constraints.
5. Structure alternative courses of action in light of available resources, existing or forthcoming constraints, and barriers both within the system and in the environment.
6. Build alternative strategies for problem solving.
7. Build alternative strategies for making decisions.
8. Adopt and implement strategies.

The purpose of initiating educational change is to satisfy better the needs of various constituencies in the educational process. One function of evaluation is to

anticipate or identify educational needs since needs assessment is the justification of educational innovation (Eisner, 1985:197). A proper understanding of these needs is essential if they are to be satisfied through imaginative program planning, implementation, control, and evaluation. Coffing and Hutchinson defined a "need" as a mental image of what should be according to the person who holds the image. Need fulfillment is a measurement of how well a particular need is being met (Zaltman, Florio and Sikorski, 1977:182).

Plans should be made for both the immediate future and for the longer range. Short-term planning is often called tactical planning while long-term planning is usually called strategic planning. Strategic planning focuses attention on possible alternative courses of action, concentrates thinking on pitfalls to be avoided and sets up a disciplined structure for problem solving (Murdick, Eckhouse, Moor and Zimmerer, 1980:73). Strategic planning concentrates on decisions, not on documented plans, analysis, forecasts or goals. Strategic planning is action-oriented (Keller, 1983:148).

No research study can be regarded as effective if the study does not produce change within the institution where the research study is conducted. Sometimes the change is reflected only in the strengthened conviction that everything is well within the institution, although it is difficult to believe that institutions exist which

are so good that they cannot be improved (Dressel, 1976: 427). Zaltman, Florio and Sikorski (1977:71) contended that when the planner begins to outline an approach for actually executing change, his mode becomes strategic. The strategy may be developed along the lines of a particular change model or according to the planner's intuition. They went on to quote Baldrige and Deal (1974) who wrote: "Most educational change management is based largely on intuition and 'seat of the pants' strategy." Zaltman, Florio and Sikorski (1977:76) have also written:

Obviously, rational strategies depend for their success on the quality of the change itself: if target needs are addressed and relevant incentives made salient, if competing forces are not stronger, and if evidence to this effect is communicated, a strategy based on reason will be successful.

CHAPTER 3

METHODOLOGY

Type of Research

The current status of the MBA program was examined and described in this Major Applied Research Project (MARF). Causal factors went unexamined in this descriptive research project. Descriptive research is concerned with describing characteristics or functions. There is no need to understand causal factors in order to make accurate predictive statements. Based upon past experience and examination of associated conditions, a statement, based solely on descriptive information, can be made with a high probability of success (Green and Tull, 1978:68-69). The statement herein will be a strategic plan for improvement in the Master of Business Administration (MBA) program.

Models

One model used in this descriptive Major Applied Research Project (MARF) was based upon the comprehensive evaluation approach cited by Craven (1980:440). The project entailed a program evaluation or self-study with the current students, a sample of the alumni of the MBA program and the Business faculty as participants. The other model that was used to develop a strategic plan for improvement of this very important MBA program is based

upon the Strengths (S) - Weaknesses (W) - Opportunities (O) - Threats (T) - (SWOT) strategic planning model originally developed by George Steiner in 1979.

Research Questions

In order to achieve the end result of this study, which was to develop a strategic plan to improve the Master of Business Administration (MBA) program at Dowling College, certain research questions were proposed. The first question was related to the importance of individual graduate business courses to the students' and graduates' careers. The Business Administration Division faculty also needed to know whether Dowling College's existing MBA courses are suitable to meet the needs of the students' and graduates' careers and whether it is necessary to add new courses that are important to the careers of these students and graduates. It was also important to know how the students, alumni and Business faculty perceive the quality of instruction in the MBA program as well as how these respondent groups rate the quality of the facilities and services at Dowling College. From this study, it was determined what elements should be included in the strategic plan that was to be developed to improve the MBA program. During the course of the study, it became obvious that a determination also had to be made as to whether Dowling College should offer the MBA degree in certain specializations other than Management.

Populations and Samples

In order to ascertain the various perceptions of the MBA program, a survey was conducted of the currently registered students in attendance during a preselected week, of a random sample of one-half of the alumni and of the twelve Business Administration Division faculty. By using this format, it was believed that the three perspectives would provide the most valid data regarding the Master of Business Administration program at Dowling.

The Business Administration Division faculty include the twelve full-time Division members. Each faculty member generally teaches both in the undergraduate and the graduate business (MBA) program. No Business Division faculty member is assigned solely to the graduate business (MBA) program. A random sample of one-half of the alumni was also surveyed. The alumni are those who have earned at least thirty credits at Dowling and successfully completed the program. There have been approximately 120 graduates of the Dowling College MBA program since the program's inception in 1976.

The 124 students in attendance at the time of the survey were asked to indicate the number of credits earned at the end of the semester in progress. Forty students with six or fewer credits at the end of the semester were not counted as participants since these students may not have formed clear perceptions of the program.

Instrumentation and Collection of Data

A survey instrument, developed by the author with a version for each respondent group - students, alumni and faculty - was utilized. Most questions on the survey instruments were in multiple choice format (Appendices A, B, and C). Some open-ended questions were also used. A standardized data collection form (Appendix D) was distributed and collected with the survey instruments during class time in the Fall 1987 semester.

The original survey instrument was edited by the twelve Business faculty, the newly appointed Dean of the Master of Business Administration program, and the Vice-President for Academic Affairs. After reviewing for ambiguity, many suggestions were made to improve the instrument. The student version was then piloted in two classes in order to identify areas of ambiguity. The final versions, which appear in the appendices, were again edited, condensed and approved for distribution by the Vice-President for Academic Affairs.

One advantage to surveying the current students in the program is that of accessibility and eagerness to comment on their perceptions of the MBA program. The student surveys were distributed and collected in class by the individual professors. Class time (approximately 20 minutes) was allowed for the students to complete the survey.

A second version of the survey instrument was mailed to the MBA alumni. Two weeks were allowed to receive the responses. If the responses were not received within that two week period, a call would have been made to elicit verbal responses to the survey, however, this was not necessary as a sufficient number of surveys were returned within the allotted two week period. The alumni were asked the same basic questions with some variation in the wording of questions.

Using a third version of the survey instrument, the twelve Business Administration Division faculty members were surveyed to gain faculty perceptions of the MBA program at Dowling College. One major advantage of a project like this is that it provides an opportunity for the faculty to reevaluate the teaching methodology used and more importantly the Master of Business Administration (MBA) curriculum itself.

Treatment of the Data

The surveys were issued and returned in the Fall 1987 semester. Responses to the multiple choice questions were tabulated and presented in tables showing the numbers and the percentages of responses for each group for comparison purposes in order to obtain the desired tri-dimensional evaluation of the Master of Business Administration program at Dowling College. Responses to the open ended questions were either presented in tables,

if appropriate, or described and/or discussed within the text. The results were discussed by an ad hoc committee, comprised of the Business Division Coordinator and the five Discipline Coordinators (Accounting, Computer Information Systems, Finance, Management and Marketing). A strategic plan (Appendix E) was developed by the author and presented to the Division Coordinator, the Discipline Coordinators, the Business Division Faculty, the Dean of the MBA program, and the Vice-President for Academic Affairs for approval.

Strategic Planning as a Means for Improvement

The perceptions obtained were the basis for a strategic plan for curriculum development, modification and/or discontinuance and improvement in the areas of instruction and/or college facilities and services. As a result of this plan, Dowling academics may satisfy the needs of the various Dowling College constituencies and continue to provide well-trained and well-educated managers to the business community on Long Island.

Many strategists, particularly George Steiner (1979), utilize a SWOT system that determines the current and future internal strengths (S) and weaknesses (W) as well as the external opportunities (O) and threats (T) in order to determine where they are, where they want to be, and how they plan to get there - the essence of strategy (Newman, 1985:4). Paine and Anderson (1983:61) stated

that environmental analysis is defined as identifying the specific set of factors which impact most significantly on an organization. This set of factors is often described as the relevant environment. Identifying SWOT is essential if an organization is to be successful (Higgins, 1983:33). Opportunities are the key to organizational and managerial success according to Drucker (1964:5), a noted author in the management field.

The Dowling MBA program, like so many other MBA programs, has certain strengths, weaknesses, opportunities and threats (Newman, 1985:5). Through the use of surveys, the perceptions of the students, alumni and faculty helped to identify these strengths, weaknesses, opportunities and threats. Strengths (S) were identified by determining the importance of courses to the careers of students and alumni, perceptions of the quality of instruction in the program and of the various college facilities and services. Weaknesses (W) were identified by determining the courses not considered important to the careers of the students and alumni. Weaknesses in the instructional area were identified by examining the answers to the questions related to instruction in the program. Opportunities (O) were identified by the examination of the respondents' recommendations for new courses as well as the respondents' recommendations for new specializations. Threats (T) were identified by examining the overall results of the surveys as well as the respondents'

comments. Negative comments and responses may have identified underlying dissatisfaction with the MBA program that could result in problems and lower enrollment in the program.

Once the surveys were completed and the data compiled and analyzed, the results, along with important highlights from the applicable literature, were presented to an ad hoc advisory committee comprised of the Business Administration Division Coordinator and the individual Discipline Coordinators. The ad hoc committee, whose cooperation had already been assured, had input into the curriculum decisions since the Division and the individual disciplines will be affected, and it is the coordinators' responsibility to develop and propose new courses or to have other faculty do so. It is also the coordinators' responsibility to modify or recommend the discontinuance of courses. By involving the committee in this crucial area, much time was and will be saved. The committee's commitment to new courses, the modification and improvement of existing courses and the discontinuance of courses was greater and any new courses will be two steps closer to approval and implementation. The ad hoc advisory committee's input was also sought regarding recommendations in the areas of improvement in instruction and improvement in the college facilities and/or services. The committee also had input into the strategic plan, the end product of this project.

CHAPTER 4

PRESENTATION OF RESULTS

This chapter focuses on the results of the surveys and how these results provided the answers to the research questions in this project. The purpose of this project was to develop a strategic plan to improve the quality of the MBA program and to insure that Dowling's educators continue their commitment to quality education, to the Long Island business community, and to the graduate students. The focus was on the issue of program specializations, the importance of the curriculum to students' and graduates' careers, the quality of instruction, and of college facilities and services.

The data needed for this project were obtained by surveying students, alumni and faculty. The number surveyed and the number of respondents appears in Table 1. Only students with over six credits are included.

Table 1

Respondents to the Dowling College MBA Self-Study Survey

Group	Number Surveyed	Number of Respondents	Percent
Students	84	84	100%
Alumni	60	52	87%
Faculty	12	12	100%

Specialization in the Program

When asked if Dowling should offer the MBA degree in certain specializations other than Management, the response was overwhelmingly in the affirmative. Several disciplines were listed as potential new specializations. This question was not asked of the alumni. Student responses are exhibited in Table 2 and faculty responses are exhibited in Table 3. Each percentage exhibited is rounded to the nearest full percentage point.

Table 2
Student Perceptions Regarding The
Addition of Specializations

Specialization	Y		N		NO		NR	
	#	%	#	%	#	%	#	%
Accounting	57	68	10	12	16	19	1	1
Computer Information Systems	55	65	6	7	21	25	2	2
Finance	69	82	3	4	11	13	1	1
Marketing	64	76	8	10	12	14	0	0
Aeronautics	23	27	19	23	39	46	3	4

n = 84

Key: Y = Yes; N = No; NO = No Opinion; NR = No Response.

As indicated in Table 2, the student respondents were in favor of introducing new specializations in the

Master of Business Administration (MBA) program at Dowling. Finance (69) and Marketing (64) were recommended by more students than were Accounting (57), Computer Information Systems (55) and Aeronautics. Only 23 students favored the introduction of Aeronautics which had been listed due to Dowling's very reputable undergraduate Aeronautics degree program and the many aeronautics related firms on Long Island.

Table 3
Faculty Perceptions Regarding The
Addition of Specializations

Specialization	Y		N		NO		NR	
	#	%	#	%	#	%	#	%
Accounting	8	67	3	25	1	8	0	0
Computer Information Systems	10	83	1	8	0	0	1	8
Finance	9	75	2	17	0	0	1	8
Marketing	9	75	2	17	0	0	1	8
Aeronautics	3	25	4	33	1	8	4	33

n = 12

Key: Y = Yes; N = No; NO = No Opinion; NR = No Response.

The faculty also recommended the introduction of specializations. Computer Information Systems was recommended by more of the faculty (10) than was any other specialization, followed by Finance (9) and Marketing (9).

The business executives who were surveyed also favored the introduction of specializations. Finance was ranked first followed by Accounting, Computer Information Systems and Marketing (Newman, 1987:16).

Newman (1987:17-18) found that the business respondents overwhelmingly rated Finance, Accounting, and Marketing as being important in MBA curricula. Finance was rated the function most important to an MBA's career. Rated next was Computer Information Systems followed by Accounting, Management and Marketing.

To develop general competence in management rather than expertise in specialized areas, graduate business educators design MBA programs with this career path in mind. Yet, more than 50 percent of the respondents to a survey indicated that MBAs should have functional specialties. MBA alumni respondents registered this view most firmly. Deans believe most strongly, however, that an MBA graduate should be a generalist (Jenkins, Reizenstein and Rodgers, 1984:22).

Other Specializations

The students and faculty were asked to recommend other specializations in which Dowling College should offer the MBA degree. The alumni were not asked this question. The specializations recommended and the number of times recommended are exhibited in Table 4.

Table 4
Other Specializations Recommended by
Students and Faculty

Specialization	Student Recommendations	Faculty Recommendations
Management of Arts		1
Management of Technology		1
Health Care Administration	1	2
International Business	3	1
Personnel Management	3	
Decision Science	1	
Operations Research	1	
Real Estate	1	
Industrial Management	2	
Economics	5	
Industrial Engineering	1	
Banking	4	
Public Administration	1	
Advertising	1	
Quantitative Methods	1	

Executives also suggested specializations in which the MBA should be offered. These specializations (with the number of times suggested) were: 1. Manufacturing Operations (2), 2. Human Resources (2), 3. Human Relations (1), 4. Communications (1), 5. Purchasing (1), 6. Project Management (1) and 7. Sales (1) (Newman, 1987:18).

Preparatory Courses

Required To Be Taken

The MBA students and alumni were requested to indicate if they are or were required to take preparatory courses while in the MBA program. Preparatory courses,

established to ensure a solid foundation for the core and elective courses, are required in the areas of Accounting, Economics, Quantitative Methods, Computer Operations, and Management when a student has not taken at least two undergraduate courses in that particular discipline.

Of the 84 student respondents, 33 students (39 percent) were required to take Financial Accounting as were 22 alumni (42 percent). Twenty-seven students (32 percent) and 22 alumni (42 percent) were required to take Computer Operations while 24 students (29 percent) and 19 alumni (37 percent) were required to take Management. Twenty-four students (29 percent) and 16 alumni (31 percent) were required to take Economics. Only 19 students (23 percent) and 19 alumni (37 percent) were required to take the Quantitative Methods course.

Degree to Which Preparatory Courses Prepare Students for More Advanced Courses

The students and alumni were also asked how well the preparatory courses taken prepare students for more advanced courses. The faculty were asked to give an opinion as to how well these courses prepare students for more advanced courses. The faculty were requested to respond No Opinion versus Not Taken to this question.

Student Perceptions. The data that are displayed in Table 5, Student Perceptions of How Well Preparatory Courses Prepare Students for More Advanced Courses, are

derived from the responses of those students who responded to this particular question and indicated that the particular preparatory course had been taken.

Table 5

Student Perceptions of How Well Preparatory Courses
Prepare Students for More Advanced Courses

Course	EW		VW		A		NVW		Totals	
	#	%	#	%	#	%	#	%	#	%
Financial Accounting	6	19	7	23	13	42	5	16	31	100
Computer Operations	3	13	9	39	7	30	4	17	23	100
Economics	2	13	3	20	4	27	6	40	15	100
Management	3	13	9	38	10	42	2	8	24	100
Quantitative Methods	4	25	6	38	3	19	3	19	16	100
Key: EW = Exceptionally Well; VW = Very Well; A = Adequately; NVW = Not Very Well.										

Alumni Perceptions. The data that are displayed in Table 6, Alumni Perceptions of How Well Preparatory Courses Prepare Students for More Advanced Courses, are derived from the responses of those Dowling graduate business alumni who responded and indicated that the particular preparatory course had been taken while in the Dowling College Master of Business Administration (MBA) program.

Table 6

Alumni Perceptions of How Well Preparatory Courses
Prepare Students for More Advanced Courses

Course	EW		VW		A		NVW		Totals	
	#	%	#	%	#	%	#	%	#	%
Financial Accounting	3	14	12	55	6	27	1	5	22	100
Computer Operations	1	5	7	32	12	55	2	9	22	100
Economics	0	0	7	44	7	44	2	13	16	100
Management	1	5	9	47	7	37	2	11	19	100
Quantitative Methods	5	26	6	32	6	32	2	11	19	100

Key: EW = Exceptionally Well; VW = Very Well; A = Adequately; NVW = Not Very Well.

Faculty Perceptions. The data which are displayed in Table 7, Faculty Perceptions of How Well Preparatory Courses Prepare Students for More Advanced Courses, are derived from the responses of those Dowling Business Division faculty members who indicated either Exceptionally Well, Very Well, Adequately, or Not Very Well. Those Business Division faculty members who responded No Opinion to this series of questions were not used to calculate the percentages displayed in this table. Each percentage displayed in this table is rounded to the nearest full percentage point.

Table 7

Faculty Perceptions of How Well Preparatory Courses
Prepare Students for More Advanced Courses

Course	EW		VW		A		NVW		Totals	
	#	%	#	%	#	%	#	%	#	%
Financial Accounting	2	33	1	17	3	50	0	0	6	100
Computer Operations	1	14	2	29	4	57	0	0	7	100
Economics	0	0	1	20	3	60	1	20	5	100
Management	1	17	1	17	4	67	0	0	6	100
Quantitative Methods	0	0	1	20	3	60	1	20	5	100

Key: EW = Exceptionally Well; VW = Very Well; A = Adequately; NVW = Not Very Well.

As indicated in Tables 5, 6 and 7, most students and alumni indicated that the preparatory courses that were taken prepare students at least adequately for more advanced courses in the MBA program. In general, few respondents answered Not Very Well to this series of questions. Economics, however, received the highest number of Not Very Well responses (9). In addition, four faculty members (33 percent) indicated that the Economics course only prepares students very well or adequately.

Perceptions of The Level of Importance of Courses
To The Careers of Students and Graduates

The first research question in this Major Applied Research Project (MARF) read: "How Important are the individual courses to the students' and graduates' careers?" On the individual surveys, each course in the preparatory course area, the core course area and the elective course area was listed. The percentages which are shown in the tables for students and alumni are based upon the responses of those students and alumni who indicated that the particular preparatory course was taken. Each percentage which is exhibited for the faculty is based upon those faculty who responded other than No Opinion.

Preparatory Courses

Preparatory courses, the foundation for the core and elective courses in the Dowling College Master of Business Administration degree program, may be required to be taken in the areas of Accounting, Computer Operations, Economics, Management, and Quantitative Methods when a student has not taken two courses in that field at the undergraduate level. The data related to the importance of the above listed Dowling College MBA preparatory courses are exhibited in Table 8 for the students who took the course, Table 9 for the alumni who took the course, and Table 10 for the Business Division faculty.

Table 8
Student Perceptions of the Level of Importance of
Preparatory Courses to Careers

Course	VI		SI		NVI		U		Totals	
	#	%	#	%	#	%	#	%	#	%
Financial Accounting	16	35	18	39	11	24	1	2	46	100
Computer Operations	13	31	19	45	9	21	1	2	42	100
Economics	9	26	13	38	7	21	5	15	34	100
Management	24	55	16	36	3	7	1	2	44	100
Quantitative Methods	8	22	10	28	13	36	5	14	36	100
Key: VI = Very Important; SI = Somewhat Important; NVI = Not Very Important; U = Unimportant.										

Student Perceptions. As indicated in Table 8, the students perceive that the preparatory courses are important. To succeed in a graduate business program and in business, certain basic skills and knowledge are necessary. Preparatory courses are designed to provide the opportunity to improve those skills and increase basic knowledge in accounting, computer operations, economics, management and quantitative methods.

Students were evenly split in perceiving the importance of Quantitative Methods to the careers of

students and graduates. The Management preparatory course received the highest number (40) of Very and Somewhat Important responses by the students. Economics received the second lowest number (22) (Quantitative Methods received only 18) possibly due to an innate aversion to quantitative type courses. This tendency has been noted in students at Dowling at both the graduate and undergraduate levels. Yet 60 percent of those surveyed by Jenkins, Reizenstein and Rodgers (1984:21) indicated that the ideal Master of Business Administration (MBA) program should focus strongly on quantitative analysis.

Table 9

Alumni Perceptions of the Level of Importance of
Preparatory Courses to Careers

Course	VI		SI		NVI		U		Totals	
	#	%	#	%	#	%	#	%	#	%
Financial Accounting	3	11	19	68	3	11	3	11	28	100
Computer Operations	3	10	19	66	5	17	2	7	29	100
Economics	3	11	9	32	10	36	6	21	28	100
Management	17	57	10	33	3	10	0	0	30	100
Quantitative Methods	0	0	8	31	12	46	6	23	26	100
Key: VI = Very Important; SI = Somewhat Important; NVI = Not Very Important; U = Unimportant.										

Alumni Perceptions. In general, the alumni respondents who took MBA preparatory courses rated these preparatory courses much the same as did the student respondents. Only 31 percent of the alumni (8) who took Quantitative Methods rated the course Somewhat Important to the careers of students and graduates. Only 43 percent of the alumni respondents (12) rated Economics important to careers. On the other hand, 90 percent of those alumni (27) who took the Management preparatory course rated the course important.

Table 10
Faculty Perceptions of the Level of Importance of
Preparatory Courses to Careers

Course	VI		SI		NVI		U		Totals	
	#	%	#	%	#	%	#	%	#	%
Financial Accounting	9	82	2	18	0	0	0	0	11	100
Computer Operations	10	91	1	8	0	0	0	0	11	100
Economics	4	40	5	50	1	10	0	0	10	100
Management	9	90	1	10	0	0	0	0	10	100
Quantitative Methods	4	40	6	60	0	0	0	0	10	100
Key: VI = Very Important; SI = Somewhat Important; NVI = Not Very Important; U = Unimportant.										

Faculty Perceptions. In general, the faculty who responded rated the MBA preparatory courses important more often than did the students and/or alumni. The only course that received less than a 100 percent rating as to importance was Economics.

Core Courses

The MBA core courses offer the student basic and necessary information in various areas of business administration. Emphasis is on the functional areas of business such as marketing, finance, managerial accounting, computer-based information systems as well as the economic parameters in which management operates. Students are required to take six core courses from a list of eight core courses that are offered. The selection of the courses to satisfy this requirement depends upon the student's program of study, which is designed with faculty advisory supervision (Dowling College Graduate Studies Bulletin, 1986:22). The core courses include: Financial Management, Business Forecasting, Government and Business, Operations Research, Managerial Economics, Managerial Accounting, Marketing Management, and Computer Information Systems. The data related to the importance of these core courses are exhibited in Table 11 for students who took the course, Table 12 for alumni who took the course, and Table 13 for the Business Administration Division faculty who responded.

Table 11

Student Perceptions of the Level of Importance of Core Courses to the Careers of Students and Graduates

Course	VI		SI		NVI		U		Totals	
	#	%	#	%	#	%	#	%	#	%
Financial Management	26	35	33	45	10	14	5	7	74	100
Business Forecasting	14	31	18	40	11	24	2	4	45	100
Government and Business	10	19	25	47	11	21	7	13	53	100
Operations Research	10	29	9	26	8	24	7	21	34	100
Managerial Economics	7	16	19	43	14	32	4	10	44	100
Managerial Accounting	25	42	20	33	13	22	2	3	60	100
Marketing Management	19	26	33	46	16	22	4	6	72	100
Computer Information Systems	24	38	23	37	11	17	5	8	63	100

Key: VI = Very Important; SI = Somewhat Important; NVI = Not Very Important; U = Unimportant.

Student Perceptions. Students who took these core courses generally rated the courses important to careers. The Financial Management course was rated important more often (59 times) than other core courses followed by Marketing Management (52 times), Computer Information Systems (47 times) and Managerial Accounting (45 times).

Table 12

Alumni Perceptions of the Level of Importance of Core
Courses to the Careers of Students and Graduates

Course	VI		SI		NVI		U		Totals	
	#	%	#	%	#	%	#	%	#	%
Financial Management	12	24	29	59	4	8	4	8	49	100
Business Forecasting	5	20	10	40	8	32	2	8	25	100
Government and Business	5	13	21	53	12	30	2	5	40	100
Operations Research	1	4	7	29	10	42	6	25	24	100
Managerial Economics	5	14	16	43	11	30	5	14	37	100
Managerial Accounting	15	32	18	38	9	19	5	11	47	100
Marketing Management	9	19	18	38	14	30	6	13	47	100
Computer Information Systems	13	29	19	42	7	16	6	13	45	100
Key: VI = Very Important; SI = Somewhat Important; NVI = Not Very Important; U = Unimportant.										

Alumni Perceptions. As revealed in Table 12, the alumni respondents agreed with the student respondents that Financial Management is important. The alumni also agreed that the Managerial Accounting and Computer Information Systems courses are important to the careers of students and graduates.

Table 13

Faculty Perceptions of the Level of Importance of Core
Courses to the Careers of Students and Graduates

Course	VI		SI		NVI		U		Totals	
	#	%	#	%	#	%	#	%	#	%
Financial Management	9	82	2	18	0	0	0	0	11	100
Business Forecasting	4	36	6	55	1	9	0	0	11	100
Government and Business	2	18	7	64	1	9	1	9	11	100
Operations Research	2	20	6	60	2	20	0	0	10	100
Managerial Economics	1	10	6	60	3	30	0	0	10	100
Managerial Accounting	9	82	2	18	0	0	0	0	11	100
Marketing Management	7	64	4	36	0	0	0	0	11	100
Computer Information Systems	10	91	1	9	0	0	0	0	11	100

Key: VI = Very Important; SI = Somewhat Important; NVI = Not Very Important; U = Unimportant.

Faculty Perceptions. An analysis of Table 13 disclosed that the Business Division faculty rated these courses important more (percentage-wise) than did the students and/or the alumni. The Computer Information Systems course was rated Very Important most often (10 times) by the Business Division faculty.

Elective Courses

In the Dowling College Master of Business Administration (MBA) program, students are required to take four elective courses (12 credits) from a list of ten courses that are offered. Not all courses are offered each semester, however. The selection of courses to satisfy this requirement depends upon the student's individual program of study (Dowling College Graduate Studies Bulletin, 1986:22). Each student is advised throughout the program in order to assist in the selection of the proper courses.

These elective courses include the following: Management and Organization Theory, Personnel and Industrial Psychology, Management Theory, Organizational Behavior, Small Business Management, Manufacturing, Interpersonal Dynamics, Business Law, Financial Statement Analysis and Marketing Research. Students tend to take those courses that are of most interest or are expected to be most useful for career advancement.

Respondents were requested to choose one of these responses: Very Important, Somewhat Important, Not Very Important, Unimportant, Not Taken (students and alumni), and No Opinion (faculty). The data related to the importance of these courses are exhibited in Table 14 for students who took the course, Table 15 for alumni who took the course and Table 16 for the faculty who responded.

Table 14

Student Perceptions of the Level of Importance of Elective Courses to the Careers of Students and Graduates

Course	VI		SI		NVI		U		Totals	
	#	%	#	%	#	%	#	%	%	#
Management and Organizational Theory	28	44	24	38	10	16	1	2	63	100
Personnel and Industrial Psychology	16	48	6	18	11	33	0	0	33	100
Management Theory	15	36	14	33	11	26	2	5	42	100
Organizational Behavior	14	29	21	43	10	20	4	8	49	100
Small Business Management	15	36	17	40	8	19	2	5	42	100
Manufacturing	11	44	8	32	6	24	0	0	25	100
Interpersonal Dynamics	16	43	14	38	5	14	2	5	37	100
Business Law	4	15	11	42	6	23	5	19	26	100
Financial Statement Analysis	15	39	16	42	6	16	1	3	38	100
Marketing Research	5	20	9	36	8	32	3	12	25	100
Key: VI = Very Important; SI = Somewhat Important; NVI = Not Very Important; U = Unimportant.										

Student Perceptions. Overall, at least 55 percent of the students respondents indicated that the Dowling MBA electives are important to the careers of students and

graduates. Eighty-two percent of the students (52) who took the course rated Management and Organizational Theory important. Sixty-eight percent of the executives surveyed did likewise (Newman, 1987:22).

Interpersonal Dynamics was rated important by 81 percent of the students (30) who took the course. Financial Statement Analysis, a comparatively new elective in the MBA curriculum, was rated important by 81 percent of the students (31). Ninety percent of the executives rated Financial Statement Analysis important (Newman, 1987:22). The results related to this course are consistent with the responses related to the Financial Management core course and those related to the introduction into the MBA program of a Finance specialization. The faculty and deans were unanimous in responding that Finance (in general) was important in graduate business curricula. Over 90 percent of the executives and alumni surveyed agreed (Jenkins, Reizenstein and Rodgers, 1984:22).

On the other hand, only 56 percent (14) responded that Marketing Research was important and only 57 percent (15) indicated that Business Law was important. Only 46 percent of the executives rated Business Law important to careers (Newman, 1987:20). Marketing Research, a comparatively new elective course, has been taken by only 25 students to date. The Business Law course has been taken by only 26 students to date.

Table 15

Alumni Perceptions of the Level of Importance of Elective Courses to the Careers of Students and Graduates

Course	VI		SI		NVI		U		Totals	
	#	%	#	%	#	%	#	%	%	#
Management and Organizational Theory	11	28	14	36	12	31	2	5	39	100
Personnel and Industrial Psychology	10	34	12	41	3	10	4	14	29	100
Management Theory	5	17	14	47	9	30	2	7	30	100
Organizational Behavior	9	28	10	31	11	34	2	6	32	100
Small Business Management	6	23	9	35	7	27	4	15	26	100
Manufacturing	3	25	5	42	2	17	2	17	12	100
Interpersonal Dynamics	14	38	14	38	7	19	2	5	37	100
Business Law	5	20	13	52	4	16	3	12	25	100
Financial Statement Analysis	6	35	6	35	2	12	3	18	17	100
Marketing Research	1	7	6	43	5	36	2	14	14	100

Key: VI = Very Important; SI = Somewhat Important; NVI = Not Very Important; U = Unimportant.

Alumni Perceptions. The alumni perceptions of the importance of the elective courses to careers differed somewhat from the students' perceptions. Overall, the

management related courses were also considered to be important to careers.

The alumni rated Interpersonal Dynamics (76 percent) and Personnel and Industrial Psychology (75 percent) important more often than other electives. These two electives were followed by Business Law (72 percent), Financial Statement Analysis (70 percent), Manufacturing (67 percent), Management and Organizational Theory (64 percent) and Management Theory (64 percent). Executives rated Personnel and Industrial Psychology (73 percent) and Interpersonal Dynamics (78 percent) important (Newman, 1987:22).

Business Law was taken by only 25 of the alumni and 18 (72 percent) of those who took the course rated the course important. Financial Statement Analysis was taken by only 17 of the alumni and was rated important by 12 of the alumni (70 percent). Manufacturing was taken by only 12 alumni and eight (67 percent) rated it important. Marketing Research, a new elective taken by 14 alumni, was rated important by only seven alumni (50 percent).

The Management and Organizational Theory course was taken by 39 of the alumni. Twenty-five alumni (64 percent) rated the course important to careers. Management Theory was taken by 30 alumni and 19 (64 percent) rated the course important. In general, management related courses were rated important to careers by the alumni.

Table 16

Faculty Perceptions of the Level of Importance of Elective Courses to the Careers of Students and Graduates

Course	VI		SI		NVI		U		Totals	
	#	%	#	%	#	%	#	%	%	#
Management and Organizational Theory	7	64	4	36	0	0	0	0	11	100
Personnel and Industrial Psychology	5	45	5	45	1	9	0	0	11	100
Management Theory	4	36	7	64	0	0	0	0	11	100
Organizational Behavior	5	45	6	55	0	0	0	0	11	100
Small Business Management	3	27	4	36	3	27	1	9	11	100
Manufacturing	1	9	5	45	2	18	3	27	11	100
Interpersonal Dynamics	4	40	5	50	1	10	0	0	10	100
Business Law	6	50	6	50	0	0	0	0	12	100
Financial Statement Analysis	8	80	0	0	2	20	0	0	10	100
Marketing Research	4	36	7	64	0	0	0	0	11	100
Key: VI = Very Important; SI = Somewhat Important; NVI = Not Very Important; U = Unimportant.										

Faculty Perceptions. As indicated in Table 16, the Business Administration Division faculty rated the elective courses important more often than did the

students and alumni who took the courses. Several courses - Management and Organizational Theory, Management Theory, Organizational Behavior, Business Law and Marketing Research - were rated Very or Somewhat Important by 100 percent of the faculty. Management and Organizational Theory was rated important by 68 percent of the executives; Management Theory was rated important by 76 percent and Organizational Behavior by 67 percent of the executives. Business Law, however, was rated important by only 46 percent and Marketing Research by only 57 percent of the executives (Newman, 1987:22).

Manufacturing and Small Business Management were rated important by only 54 percent (6) and 63 percent (7) of the faculty respectively. Only 46 percent of the executive respondents rated Manufacturing important and only 35 percent of these executives rated Small Business Management important to the careers of students and graduates. Most respondents in the executive category indicated that they are employed in large firms and therefore the Small Business Management course would not concern them (Newman, 1987:22).

In general, the Business Division faculty rated the elective courses in the Master of Business Administration (MBA) program more important to the careers of students and graduates than did the students and/or alumni respondents. Individual courses are discussed below.

Management and Organization Theory. Management and Organization Theory was rated Very or Somewhat Important more often (percentage-wise) by the Business faculty than by the students and alumni. As indicated in Table 15, only 64 percent of the alumni (25) rated Management and Organization Theory important. Sixty-eight percent of the executives rated the course important (Newman, 1987:22). There is some duplication of material in this course with material in Management Theory.

Personnel and Industrial Psychology. Personnel and Industrial Psychology was rated important by 66 percent of the students (22) and 75 percent of the alumni (22) who indicated that the course was taken. Ninety percent of the faculty (10) rated the course important. Executives (73 percent) also rated it important (Newman, 1987:22). There is some duplication of material in this course with material in Organizational Behavior.

Management Theory. Less than 70 percent of the students and alumni, who indicated that the course had been taken, rated Management Theory important, whereas 100 percent of the faculty rated it important. Business executives (76 percent) also rated the course important (Newman, 1984:22). There is some duplication of material in this course with material in the Management and Organizational Theory course.

Organizational Behavior. Less than seventy-five percent of the students and less than 60 percent of the alumni rated Organizational Behavior important whereas 100 percent of the faculty indicated that it is important to careers as did 67 percent of the executives (Newman, 1987: 22). Fourteen students (28 percent) and 13 alumni (40 percent) rated it Not Very Important or Unimportant.

Small Business Management. The responses related to this course were mixed. On the one hand, 76 percent of the students (32) who took the course indicated it is important whereas only 58 percent of the alumni (15) who took the course and only 63 percent of the faculty (7) who responded felt it is important. Many indicated that they worked for large firms, however. Only 35 percent of the executives rated the course important but these executives were also from large firms (Newman, 1984:22).

Manufacturing. As indicated in the tables, the Business Division faculty rated this course important less often (percentage-wise) than did the students and alumni. Only 54 percent of the Business faculty (6) rated the course important whereas 76 percent of the students (19) and 67 percent of the alumni (8) rated the course important. Many students and alumni did not take the course, however. Only 46 percent of the executives surveyed rated the course important (Newman, 1987:19).

Interpersonal Dynamics. Eighty-one percent of the students (30), 76 percent of the alumni, and 90 percent of the faculty (9) rated Interpersonal Dynamics important. More than half of the students (47) have not taken this course and 29 percent of the alumni (15) did not take it. There is some duplication of material in this course with material in Organizational Behavior. Business executives (78 percent) rated the course important (Newman, 1987:20).

Business Law. It was surprising to find how few students (15) and alumni (18) rated Business Law important and how few actually took the course. The faculty, on the other hand, were unanimous in rating Business Law Very or Somewhat Important. Only 46 percent of the executives rated the course important (Newman, 1987:20).

Financial Statement Analysis. Financial Statement Analysis, a comparatively new elective, was rated Very Important by eighty percent of the Business Administration Division faculty (8), half of whom are Finance and Accounting faculty. Eighty-one percent of the students (31) and 70 percent of the alumni (12) rated it important. Over half of the students (46) and alumni (35) did not take the course which is understandable since Financial Statement Analysis is comparatively new in the MBA curriculum. Ninety percent of the business executives rated the Financial Statement Analysis course important

(Newman, 1987:22). The faculty and deans surveyed were unanimous in responding that Finance (in general) was important in MBA curricula. Over 90 percent of the executives and alumni agreed (Jenkins, Reizenstein and Rodgers, 1984:22).

Marketing Research. Marketing Research, a new course, was rated important to careers by only 56 percent of the students (14) and half of the alumni (7) who took the course. On the other hand, 100 percent of the faculty rated the course important. Fifty-seven percent of the executives surveyed rated it important (Newman, 1987:22). Those surveyed by Jenkins, Reizenstein and Rodgers (1984:22) rated Marketing important.

Capstone Course - Management Game

Students are required to take one six credit capstone course. Students can select from the Management Game course, write a thesis or serve an internship. The program was designed to recognize that the students are usually employed full-time and attend Dowling part-time thus the choice of the Management Game was incorporated into the program. Virtually every student chooses the Management Game. To date only one student has written a thesis. No student or alumnus has served an internship mainly due to being employed full-time. Data relating to the Management Game course are exhibited in Table 17.

Table 17

Perceptions of the Level of Importance of the Management Game Course to the Careers of Students and Graduates

Respondents	VI		SI		NVI		U		Totals	
	#	%	#	%	#	%	#	%	#	%
Students	10	32	9	29	8	26	4	13	31	100
Alumni	14	30	13	28	13	28	7	15	47	100
Faculty	5	50	4	40	0	0	1	10	10	100

MBA students are expected to demonstrate capability in the application of the knowledge acquired. To this end, most students take the Management Game course as the capstone course option. Only 19 students (61 percent) and 27 alumni (58 percent) rated the Game important whereas nine faculty (90 percent) rated it important. To date, 53 students (63 percent) have not taken the Management Game. Since these surveys were conducted, there has been some improvement in the Game. Further improvement is now in the planning stages based upon the findings of this project.

Research Question Two

Research question two read: "Are existing courses suitable to meet the needs of the students' and graduates' careers? Is it necessary to add new courses that are

important to the students' and graduates' careers?" To answer this research question, it was necessary to examine the results exhibited in Tables 8 through 17 relating to the importance of courses to the careers of students and graduates. Those graduate business courses that were considered to be important to careers of students and graduates were therefore considered by the ad hoc committee to be suitable to meet the needs of the students and graduates' careers. Those graduate business courses that were not considered important were therefore considered by the ad hoc committee to be unsuitable to meet the needs of the students' and graduates' careers.

The respondents recommended many courses that were felt to be important to careers and that should be added to the curriculum of the Dowling College MBA program. The number in parentheses after each course is the number of times recommended. These courses (or areas) are: computer courses (24), spread sheet operations (10), Finance courses (30), taxation (10), banking courses (10), marketing courses (13), international business (8), labor relations (6), communications (9), quantitative courses (8), real estate (6), production and manufacturing (8), management related courses (4), government contract law (2), advanced accounting (5), insurance, engineering, and problem solving (once each). The recommendations regarding the curriculum became a major part of the strategic plan, the end product of this project.

Perceptions of Instructional Quality

Research question three read: "How do students, alumni and faculty perceive the quality of instruction in the program?" Instructional quality in the program, as the term is used here, included such areas as:

1. the quality of advisement;
2. the quality of instruction in the classroom;
3. the competence of the instructors in the MBA.
4. the preparedness of the faculty and how well class time is used;
5. course objectives and whether there was agreement between these objectives and what actually was taught;
6. the evaluation of students including whether the examinations reflected the important aspects of the course;
7. the quality of classroom discussions including whether instructors raised challenging questions or problems for discussion and whether instructors used examples of current business events, problems, etc.;
8. the freedom of students to ask questions and express opinions; and
9. the scope of the MBA courses.

These data are exhibited in Table 18 for students, Table 19 for alumni and Table 20 for the faculty. Each percentage is rounded to the nearest full point.

Table 18
Student Perceptions of Instructional Quality

Statement	SA		A		D		SD		NA		NR	
	#	%	#	%	#	%	#	%	#	%	#	%
<u>The quality of advisement is excellent.</u>	9	11	29	35	23	27	13	15	8	10	2	2
<u>The quality of instruction is excellent.</u>	9	11	35	42	30	36	5	6	2	2	3	4
<u>The competence level of instructors is very high.</u>	9	11	42	50	24	29	3	4	3	4	3	4
<u>The instructors are generally well prepared and use class time well.</u>	12	14	46	55	19	23	2	2	2	2	3	4
<u>Objectives of the courses taken were made clear.</u>	21	25	49	58	11	13	0	0	0	0	3	4
<u>Generally there was agreement between the objectives and what was actually taught.</u>	17	20	50	60	9	11	2	2	3	4	3	4
<u>Students were told how they would be evaluated.</u>	26	31	49	58	6	7	0	0	1	1	2	2
<u>Examinations generally reflected the important aspects of the course.</u>	9	11	57	68	11	13	4	5	1	1	2	2
<u>The quality of class discussions was generally excellent.</u>	15	18	43	51	15	18	4	5	3	4	4	5

Table 18 (Continued)
Student Perceptions of Instructional Quality

Statement	SA		A		D		SD		NA		NR	
	#	%	#	%	#	%	#	%	#	%	#	%
<u>Instructors raised challenging questions/problems.</u>												
	14	17	47	56	14	17	4	5	2	2	3	4
<u>Instructors frequently used examples of current business events, problems, etc.</u>												
	27	32	44	52	8	10	0	0	2	2	3	4
<u>Students are free to ask questions/express opinions.</u>												
	36	43	43	51	1	1	0	0	0	0	4	5
<u>The scope of the MBA courses is too limited; not enough is covered in each class.</u>												
	14	17	16	19	39	46	10	12	2	2	3	4

n = 84

Key: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; NA = Not Applicable or Don't Know; NR = No Response.

Student Perceptions

Students generally agreed with these statements, yet were almost evenly split in their perceptions of the actual quality of instruction and of advisement. Seventy students (83 percent) indicated that the objectives were made clear and 67 (80 percent) indicated there was agreement between these objectives and what was taught.

Table 19
Alumni Perceptions of Instructional Quality

Statement	SA		A		D		SD		NA		NR	
	#	%	#	%	#	%	#	%	#	%	#	%
<u>The quality of advisement was excellent.</u>	2	4	23	44	12	23	5	10	7	13	3	6
<u>The quality of instruction was excellent.</u>	1	2	26	50	21	40	0	0	1	2	3	6
<u>The competence level of instructors is very high.</u>	4	8	25	48	18	35	1	2	1	2	3	6
<u>The instructors are generally well prepared and use class time well.</u>	7	13	33	63	7	13	1	2	1	2	3	6
<u>Objectives of the courses taken were made clear.</u>	3	6	42	81	4	8	0	0	0	0	3	6
<u>Generally there was agreement between the objectives and what was actually taught.</u>	3	6	43	83	3	6	0	0	0	0	3	6
<u>Students were told how they would be evaluated.</u>	5	10	39	75	5	10	0	0	0	0	3	6
<u>Examinations generally reflected the important aspects of the course.</u>	1	2	42	81	5	10	0	0	0	0	4	8
<u>The quality of class discussions was generally excellent.</u>	6	12	32	62	9	17	1	2	0	0	4	8

Table 19 (Continued)
 Alumni Perceptions of Instructional Quality

Statement	SA		A		D		SD		NA		NR	
	#	%	#	%	#	%	#	%	#	%	#	%
<u>Instructors raised challenging questions/problems.</u>	6	12	35	67	7	13	1	2	0	0	3	6
<u>Instructors frequently used examples of current business events, problems, etc.</u>	11	21	30	58	8	15	0	0	0	0	3	6
<u>Students are free to ask questions/express opinions.</u>	12	23	36	69	1	2	0	0	0	0	3	6
<u>The scope of the MBA courses is too limited; not enough is covered in each class.</u>	4	8	14	27	24	46	6	12	1	2	3	6

n = 52

Key: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; NA = Not Applicable or Don't Know; NR = No Response.

Alumni Perceptions

The alumni generally agreed with these statements. The alumni were also almost evenly split in their perceptions of the actual quality of instruction and of advisement. Almost 90 percent of the alumni indicated that the objectives were made clear and that there was agreement between these objectives and what was taught.

Table 20
Faculty Perceptions of Instructional Quality

Statement	SA		A		D		SD		NA		NR	
	#	%	#	%	#	%	#	%	#	%	#	%
<u>The quality of advisement is excellent.</u>	1	8	9	75	1	8	0	0	1	8	0	0
<u>The quality of instruction is excellent.</u>	5	42	4	33	2	17	0	0	1	8	0	0
<u>The competence level of instructors is very high.</u>	3	25	7	58	1	8	0	0	1	8	0	0
<u>The instructors are generally well prepared and use class time well.</u>	3	25	7	58	0	0	0	0	1	8	1	8
<u>Objectives of the courses taught were made clear.</u>	4	33	6	50	0	0	0	0	2	17	0	0
<u>Generally there was agreement between the objectives and what was actually taught.</u>	3	25	7	58	0	0	0	0	2	17	0	0
<u>Students were told how they would be evaluated.</u>	3	25	8	67	0	0	0	0	1	8	0	0
<u>Examinations generally reflected the important aspects of the course.</u>	4	33	6	50	0	0	0	0	2	17	0	0
<u>The quality of class discussions was generally excellent.</u>	2	17	6	50	2	17	0	0	2	17	0	0

Table 20 (Continued)
Faculty Perceptions of Instructional Quality

Statement	SA		A		D		SD		NA		NR	
	#	%	#	%	#	%	#	%	#	%	#	%
<u>Instructors raised challenging questions/problems.</u>												
	1	8	8	67	1	8	0	0	2	17	0	0
<u>Instructors frequently used examples of current business events, problems, etc.</u>												
	7	58	3	25	0	0	0	0	2	17	0	0
<u>Students are free to ask questions/express opinions.</u>												
	7	58	4	33	0	0	0	0	1	8	0	0
<u>The scope of the MBA courses is too limited; not enough is covered in each class.</u>												
	3	25	1	8	5	42	2	17	1	8	0	0

n = 12

Key: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; NA = Not Applicable or Don't Know; NR = No Response.

Faculty Perceptions

Faculty also generally agreed with the statements in this series. The faculty, however, indicated that the actual quality of instruction and advisement is excellent. Eighty-three percent of the faculty (10) indicated that the objectives were made clear and there was agreement between the objectives and what was actually taught.

As indicated in Tables 18, 19 and 20, the respondents generally agreed with the statements dealing with instructional quality in the MBA program. The term, instructional quality, in this case took on a broad meaning. Individual statements and the responses thereto are discussed below.

Quality of Advisement. There was a mixed reaction in regard to the quality of advisement in the MBA program. Less than half the students and alumni agreed that the quality of advisement is excellent. Ten faculty members (83 percent), on the other hand, responded that the quality of advisement is excellent yet the faculty do not actually do the advising in the program. The Dean does the advising so the faculty members' perceptions may be based upon advising at the undergraduate level.

Quality of Instruction. The faculty (75 percent) rated the quality of instruction higher than did the students and alumni. More than 40 percent of the students (35) and 40 percent of the alumni (21) disagreed that the actual quality of instruction in the program is (was) excellent. Many adjunct professors teach in the MBA program which could possibly explain the discrepancy between the Business Division faculty perceptions and the student and/or alumni perceptions. The Business faculty members may have responded based upon individual instructional experiences in the classroom.

Competence and Preparedness of Instructors.

Eighty-three percent of the faculty (10) responded that the competence level of instructors is high. Approximately one-third of the students (33 percent) and alumni (37 percent) disagreed with that statement.

All respondent groups agreed that the instructors are generally well prepared and use class time well. Twenty-one students (25 percent), however, disagreed.

Objectives. Over 80 percent of each group indicated that the objectives of the courses taken (taught) were made clear and that generally there was agreement between these agreements and what actually was taught. There is a policy at Dowling that all instructors turn in a syllabus for each course to the Vice President for Academic Affairs to be kept on file for examination by the Middle States accrediting agency and the New York State Education Department. These syllabi are distributed to all students.

Evaluation of students. Approximately 90 percent of each group indicated that students generally are told how they are to be evaluated. That is understandable since it is a required part of the syllabus that is distributed. Approximately 80 percent of each group responded that examinations generally reflected the important aspects of the courses.

Classroom Discussions, etc. Approximately 70 percent of the three groups agreed that the quality of discussions was generally excellent and that instructors raised challenging questions or problems for discussion. Approximately 80 percent of the respondents indicated that instructors frequently used examples of current business events, problems, etc. Jenkins, Reizenstein and Rodgers (1984:28) stated that presidents, personnel directors and faculty favored applied teaching approaches as opposed to theoretical approaches. When asked if students were free to ask questions or express opinions, over 90 percent agreed that such was the case.

Scope of MBA Courses. "The scope of the MBA courses is too limited; not enough is covered in each class." Almost 60 percent of each respondent group disagreed with this statement.

Perceptions of College Services

The three respondent groups were requested to respond to certain statements regarding college services and facilities by responding either Excellent, Very Good, Good, Fair, or Poor. These data are exhibited in Tables 21 for students, Table 22 for the alumni and Table 23 for the faculty. The faculty were not asked every question. Each percentage exhibited is rounded to the nearest full percentage point.

Table 21
Student Perceptions of College Services

Service	E		VG		G		F		P		NR	
	#	%	#	%	#	%	#	%	#	%	#	%
Admissions Procedures	11	13	19	23	32	38	14	17	5	6	3	4
Financial Aid Procedures	6	7	16	19	33	39	13	15	7	8	9	11
Registration Procedures	9	11	13	15	26	31	17	20	17	20	2	2
Bursar's Office Procedures	10	12	13	15	35	42	10	12	14	17	2	2
Library Facilities	7	8	12	14	36	43	17	20	10	12	2	2
Computer Facilities	5	6	12	14	40	48	19	23	6	7	2	2

n = 84

Key: E = Excellent; VG = Very Good; G = Good; F = Fair;
P = Poor; NR = No Response.

Student Perceptions

As indicated in Table 21, students rated College services Good to Excellent. Registration procedures were rated Good to Excellent by only 57 percent of the students (48), however. Admissions procedures, which were rated high, are perceived by many faculty to be too lax. High admissions standards help determine an MBA program's reputation (Jenkins, Reizenstein and Rodgers, 1984:28).

Table 22
Alumni Perceptions of College Services

Service	E		VG		G		F		P		NR	
	#	%	#	%	#	%	#	%	#	%	#	%
Admissions Procedures	6	12	16	31	21	40	4	8	1	2	4	8
Financial Aid Procedures	2	4	2	4	20	38	9	17	5	10	14	27
Registration Procedures	5	10	5	10	17	33	10	19	2	4	13	25
Bursar's Office Procedures	6	12	11	21	20	38	8	15	3	6	4	8
Library Facilities	3	6	12	23	16	31	13	25	3	6	5	10
Computer Facilities	1	2	6	12	12	23	16	31	13	25	4	8

n = 52

Key: E = Excellent; VG = Very Good; G = Good; F = Fair;
P = Poor; NR = No Response.

Alumni Perceptions

The computer facilities, which had been very limited, have been greatly improved and enlarged which could account for the low alumni rating (14 percent). Only 53 percent of the alumni (27) rated the registration procedures and only 46 percent (24) rated the financial aid procedures Good to Excellent. On the other hand, 83 percent (43) rated admissions Good to Excellent.

Table 23
Faculty Perceptions of College Services

Service	E		VG		G		F		P		NR	
	#	%	#	%	#	%	#	%	#	%	#	%
Admissions Procedures	0	0	3	25	3	25	4	33	1	8	1	8
Registration Procedures	0	0	4	33	4	33	3	25	1	8	0	0
Library Facilities	0	0	1	8	9	75	0	0	2	17	0	0
Computer Facilities	2	17	1	8	6	50	3	25	0	0	0	0

n = 12

Key: E = Excellent; VG = Very Good; G = Good; F = Fair;
P = Poor; NR = No Response.

Faculty Perceptions

The faculty were not asked to respond in the areas of financial aid and the Bursar's office procedures. As indicated in Table 23, half the faculty rated admissions procedures Good to Very Good. Faculty have expressed opinions that these procedures need strengthening since the procedures are perceived by the faculty to be too lax. Some faculty have suggested that special procedures for registration and payment at the Bursar's office be developed such as establishing special lines and special times for graduate students.

In general, Dowling College services and facilities have been rated Good to Excellent by the three respondent groups. The individual services are discussed below.

Admissions Procedures. Almost 75 percent of the students (62) and 83 percent of the alumni (43) rated these procedures Good to Excellent whereas six faculty (50 percent) rated the procedures Good to Very Good. Five faculty (42 percent) rated the procedures Fair or Poor. Some faculty have expressed opinions that these procedures need strengthening as they are perceived to be too lax. On the other hand, this may be what appeals to students. Those surveyed by Jenkins, Reizenstein and Rodgers (1984: 28) unanimously responded that high admissions standards help determine an MBA program's reputation.

Financial Aid, Registration and Bursar Procedures. Faculty members were not asked to respond to the questions related to financial aid and the Bursar's office procedures. Forty-six percent of the alumni (24) and 65 percent of the students (55) rated the financial aid procedures Good to Excellent. Some students do not receive financial aid due to a lack of need and some are enrolled under company tuition reimbursement plans.

Less than 60 percent of the students and alumni rated the registration procedures Good to Excellent. Faculty have suggested that special procedures, such as special lines and times, should be developed. Time is

valuable to graduate business students since most of these students usually are employed full-time and are attending Dowling College part-time in the evenings. Other faculty members in the Business Administration Division have suggested a mail registration process however this would be contrary to the personal advisement program that exists at Dowling. Dowling College is known as the "Personal College" since the academics provide the personal touch in such areas as advisement. The Bursar's office procedures were rated Good to Excellent by approximately 70 percent of the students (58) and alumni (37).

Library Facilities/Services and Computer Facilities. Fifty-five students (65 percent) and 31 alumni (60 percent) rated the library facilities/services Good to Excellent. Eighty-three percent of the faculty (10) rated the library Good to Very Good.

The computer facilities have been greatly improved in the past three years. The actual facilities have been expanded and the number and type of computers have been greatly increased. A special classroom equipped with various types of computers has been set up for use by instructors. In addition, computers may be delivered to classrooms when requested by faculty members. Only 37 percent of the alumni (19) rated these facilities Good to Excellent while 68 percent of the students and 75 percent of the faculty rated the facilities Good to Excellent.

Student Work Load

The three respondent groups - students, alumni and faculty - were asked to indicate if the work load for students in the MBA program is (was) Excessive, Heavy, Moderate, Light or Non-existent. Responses to this particular question are exhibited in Table 24. Each percentage exhibited is rounded to the nearest full point.

Table 24
Perceptions of the Student Work Load in the MBA Program

Responses	Students		Alumni		Faculty	
	#	%	#	%	#	%
Excessive	0	0	0	0	2	17
Heavy	23	27	8	15	2	17
Moderate	51	61	36	69	7	58
Light	7	8	4	8	0	0
Non-existent	0	0	0	0	0	0
No Response	3	4	4	8	1	8
Totals	84	100	52	100	12	100

Two faculty (17 percent) responded that the student work load is excessive but students and alumni do not perceive this to be the case. Fifty-one students (61 percent), 36 alumni (69 percent) and seven faculty (58 percent) perceive it to be moderate.

Elements of the Strategic Plan

Research question five read: "What elements should be included in the strategic plan to be developed for revision and improvement of the Master of Business Administration program at Dowling College?" Based upon the results of the surveys, a strategic plan to improve the MBA program was developed by the author and offered to the faculty, various committees and the Administration.

The strategic plan includes:

1. A brief discussion of the current situation.
2. Goals and objectives of the MBA program.
3. Recommendations for new specializations.
4. Recommendations to develop courses deemed important to the careers of students and graduates.
5. Recommendations for the modification and improvement of existing courses.
6. Recommendations for the discontinuance of certain courses no longer deemed important to the careers of students and graduates.
7. Recommendations regarding improvement in instruction and/or methodology.
8. Recommendations regarding improvement in college facilities and/or services.
9. Implementation strategies and time tables.
10. Recommendations for periodic evaluation and feedback.

Summary of Results

In general there is agreement that the Dowling College Master of Business Administration program:

1. Should have specializations in Accounting, Computer Information Systems, Finance, Management and Marketing (opportunity);
2. Has preparatory courses that prepare students for more advanced courses as intended (strength).
3. Has courses that are important to the careers of students and graduates (strength).
4. Has some courses that are not considered important to the careers of students and graduates (weakness).
5. Provides quality instruction in the program (strength).
6. Has a moderate work load for students (weakness and possible threat).

These points will be discussed further and recommendations made in the strategic plan (which appears as Appendix E), the end product of this Major Applied Research Project.

CHAPTER 5

INTERPRETATION, CONCLUSIONS, AND RECOMMENDATIONS

The Dowling College Master of Business Administration program was designed to provide an educational foundation for responsible business leadership and to develop in students a professional point of view in the science of management with respect to organization, operation, administration, and control of business enterprises; the capability to make decisions through application of quantitative tools as a key supplement to their own value judgments and to utilize knowledge within the complex environment of our society. Emphasis is placed upon creating within these individuals a sense of responsibility to qualify them as prospective managers whose mission is to assume social responsibility as well as to serve their own economic interests (Dowling College Graduate Bulletin, 1986:19). The Dowling College MBA program and curriculum were designed to meet the specific needs of the Long Island business community. The Master of Business Administration program should serve as a valuable resource in the development of management talent for the Long Island business community.

No major effort had ever been made to improve the program nor had any survey of student and/or alumni needs and attitudes been conducted to determine the program's

effectiveness. Many in the faculty felt that the curriculum and the MBA program itself have not kept pace with technological advances and the complex, dynamic environment of business.

Many studies predict a future decline in Master of Business Administration enrollments. A passive approach to graduate business education will no longer assure an adequate number of students therefore the Dowling Business Administration Division faculty and Administration must attempt to understand the graduate students currently being served. This could be done more effectively if the strengths and weaknesses, as perceived by the current students, alumni, and the Business faculty, of the program were determined.

The purpose of this project was to develop a strategic plan to improve the quality of the MBA program and to ensure that Dowling's educators continue their commitment to quality education, to the Long Island business community, and to the graduate students. The focus was on the issue of specialization in the program, the importance of the curriculum to students' and graduates' careers, the quality of instruction in the program, and the quality of college facilities/services.

What currently exists in the Dowling College MBA program was examined and described in this Major Applied Research Project (MARP), a descriptive research project. Causal factors went unexamined. The project entailed a

program evaluation or self-study with the current students, a sample of the alumni and the Business Division faculty as participants.

Survey instruments were developed by the author, edited, tested and issued along with a data collection form to each group - students, alumni and faculty. Responses were tabulated and presented in tables for comparison purposes. The results were discussed by an ad hoc committee of Business Division faculty. Strengths (S), weaknesses (W), opportunities (O), and threats (T) were identified and a strategic plan developed to be presented to the Business faculty and the Administration for the improvement of the MBA program.

Interpretation of Results and Conclusions

Strategic Plan

Many findings in the study were used in developing the strategic plan (which appears as Appendix E) for improvement of the MBA program. The plan was developed to help ensure that Dowling's resources are and will be adapted to its environment in a way that permits the achievement of Dowling's mission and educational goals.

Formulating a suitable strategic plan involved matching the program's internal capabilities (strengths) with external opportunities to eliminate the program's weaknesses and threats. Dowling's academics must take advantage of the strengths, plan for new opportunities,

and overcome weaknesses and threats. Many strengths, weaknesses, opportunities and threats were discovered and discussed by the faculty ad hoc committee. These discussions led to certain recommendations which became part of the strategic plan.

Specialization in the Program

The lack of specialization in the MBA program is very serious as it puts the Dowling College MBA program at a disadvantage when compared with competitive MBA programs (Newman, 1987:33-34). When asked if Dowling College should offer new specializations in the graduate business program, the response was overwhelmingly in the affirmative as indicated in Table 2. The alumni were not asked this question.

Five disciplines - Accounting, Aeronautics, Computer Information Systems, Finance and Marketing - were listed as potential new specializations. All were recommended by the respondents except Aeronautics. The ad hoc committee agreed that in addition to the present Management specialization, the Master of Business Administration degree should be offered in each of the following disciplines - Accounting, Computer Information Systems, Finance, and Marketing. The offering of these specializations represents a great opportunity for the expansion of the program. Other specializations were suggested by the respondents as potential new

specializations but the ad hoc committee decided that at this time there would be no need for these additional specializations. Courses could be developed and implemented in these areas, however, that could be electives within the framework of the Management specialization and/or the recommended new specializations when they are implemented into the program.

Business executives also favored the offering of specializations. These executives ranked Finance as the specialization most important to an MBA's career. The specialization ranked second by the executives was Computer Information Systems followed by Accounting and Marketing (Newman, 1987:17-18). The executives, alumni, faculty and deans of business schools who were surveyed by Jenkins, Reizenstein and Rodgers (1984:22) were almost unanimous in responding that Accounting, Finance, Marketing and Management are important specializations.

Each specialization should have a preparatory course. Accounting, Computer Information Systems, and Management already have preparatory courses in the curriculum. Two additional preparatory courses would be required - one in Finance and one in Marketing. Students without the necessary undergraduate credits would be required to take the necessary preparatory courses in these disciplines in addition to those that presently exist. Elective courses would have to be developed and implemented into the curriculum for each new

specialization. Recommendations will be made for the development of the necessary preparatory courses for Finance and Marketing.

Preparatory Courses

These courses were established to ensure a solid foundation for the core and elective courses in the MBA program. The majority of the students and alumni were not required to take preparatory courses. Financial Accounting was required to be taken by more students (33) than any other preparatory course. Quantitative Methods was required to be taken by the least number of students (19).

When asked how well the preparatory courses prepare students for more advanced courses, there was general agreement that most preparatory courses do in fact prepare students well for more advanced courses, a definite strength of the program. The faculty respondents generally indicated that the preparatory courses only adequately prepare students for more advanced courses; however, almost half the faculty expressed no opinion.

Importance of Courses

In general, the curriculum, although limited in scope, is a major strength in the MBA program. As was discovered, Economics and Quantitative Methods are not considered by the students and alumni to be important to careers. These two courses were perceived by the ad hoc committee to be weaknesses. Yet, over 80 percent of the

respondents to the survey of Jenkins, Reizenstein and Rodgers (1984:22) indicated that these two functional areas are important. Other courses were rated important by less than 70 percent of the respondent groups. The Management preparatory course was rated Very or Somewhat Important by a larger percentage than any other preparatory course.

Perceptions of the core courses were generally favorable. Financial Management, Managerial Accounting and Computer Information Systems were rated important (strengths). Marketing Management, Business Forecasting and Government and Business were also considered important but to a lesser degree. Operations Research and Managerial Economics were rated Not Very Important or Unimportant (weaknesses) by over 40 percent of the students and alumni. This coincides with the responses regarding Economics and Quantitative Methods in the preparatory course area.

Business executives rated the Financial Management, Business Forecasting and Computer Information Systems courses important core courses. Marketing Management and Managerial Accounting were also rated important. The business executives agreed that Operations Research, Managerial Economics and Government and Business (an Economics based course) are less important (Newman, 1987:19-21). Those surveyed by Jenkins, Reizenstein and Rodgers (1984:22), however, indicated that Quantitative

Analysis and Economics were important functional areas in MBA curricula.

Ten elective courses are offered although not all are offered each semester. In the elective area, Management and Organizational Theory, Personnel and Industrial Psychology, Management Theory, Organizational Behavior, Interpersonal Dynamics and Financial Statement Analysis were rated important more often than were other elective courses. These constitute major strengths in the program. The business respondents agreed with the results obtained in this project (Newman, 1987:19-21).

All groups, including the business executives, rated the Small Business Management and Manufacturing courses less important. These constitute weaknesses in the curriculum. There was a mixed reaction with regard to Business Law. This course was rated important by 100 percent of the faculty. Only 46 percent of the business executives, 57 percent of the students and 72 percent of the alumni agreed that Business Law was important. The Management Game course, a capstone course, was rated less important by the students and alumni than the elective courses in the curriculum (a weakness).

Recommendations will be made regarding the courses in each area of the program. Certain courses should be maintained as they currently exist. Recommendations will be made to modify (combine) some courses and discontinue some courses from the graduate business curriculum.

Perceptions of Instructional Quality in the Program

Research question three read: "How do students, alumni, and faculty perceive the quality of instruction in the program?" Instructional quality, as used here, included such areas as advisement, instruction, the competence level of instructors and their preparedness. It also included such areas as objectives, evaluation, classroom discussions, and the scope of the MBA courses.

Advisement. The faculty rated advisement much higher than did the students and alumni. Less than half of the students and alumni respondents indicated that advisement in the MBA program is excellent while 83 percent of the faculty (10) indicated that such was the case. Advisement is perceived by the faculty ad hoc committee to be a weakness in the MBA program and needs to be examined and strengthened. Proper advisement is in the students' best interests. Advisement procedures should be improved and proper time schedules arranged to satisfy the needs of the part-time MBA students. Additional advisors may be needed in order to improve this important function.

Quality of Instruction. Approximately half of the students and alumni agreed that the quality of instruction is excellent. Since the response rate is low, the quality of instruction is perceived to be a weakness in and a possible threat to the program which should be examined.

Many suggestions were made that case studies should be used extensively in the graduate business courses. These suggestions are in accord with the literature in this area and the business executives who also agreed with the use of cases in graduate business education. Using cases would improve the students' abilities to evaluate, synthesize and apply the material learned while in the graduate business program.

Jenkins, Reizenstein and Rodgers (1984:21-30) stressed that business programs should focus on the application of theories and should stress decision making rather than memorization of principles. Business leaders prefer case studies as an educational method while educators favor lectures.

Competence Level of Instructors. Many respondents agreed that the competence level of the instructors is high and so it should be. The faculty indicated that the instructors are well prepared. To a lesser degree, the students and alumni agreed. This is interesting considering the responses dealing with the quality of instruction. Quality must be maintained and improved if the Dowling MBA program is to remain competitive and survive.

Objectives. More than 80 percent of each group agreed that the objectives were made clear as well as with the statement that there was agreement between the

objectives and what actually was taught (strength). This is understandable since there is a clear policy at Dowling College that all instructors prepare and distribute a syllabus listing the course objectives and requirements, the material to be covered and the method of evaluation of students.

Evaluation. There was general agreement with the statement that students are told how they would be evaluated. Syllabi are on file for review by the Middle States accrediting agency and the New York State Education Department and these syllabi explain how students will be evaluated. Generally, the three groups agreed that examinations covered the important aspects of courses.

Classroom Discussions. The respondents agreed that the quality of classroom discussions was excellent, that the instructors raised challenging questions or problems for discussion, and that the instructors frequently used examples of current business events in these discussions (strengths). Since many of the instructors in the program are business people who serve as adjunct instructors in the MBA program, this is to be expected. These individuals are in a position to draw on their experiences in the business community. Some full-time faculty who teach in the MBA program have outside business interests as well and are able to draw upon these experiences. Most full-time faculty generally keep

abreast of current business events through the media. Over 90 percent indicated that students were free to ask questions or express opinions in class (strength).

Scope of MBA Courses. "The scope of the MBA courses is too limited; not enough is covered in each class." Approximately one-third of each respondent group agreed with this particular statement. If that many individuals in each respondent group perceive that the scope of the MBA courses is too limited, then the Business Division faculty should examine the individual courses and the material covered therein. For the Dowling College MBA program to be successful, the program must be rigorous and that means each and every course in the program must be rigorous. A lack of rigor could become a major threat to the future success and survival of the MBA program. The Business Division faculty will have to examine the material covered and make decisions as to whether the scope of the courses should be expanded. The Dowling College academics owe this to the graduate business students, the business community on Long Island and society as a whole. The value of the Master of Business Administration (MBA) degree must not be diluted and the integrity of the graduate business degree (MBA) must be maintained. By doing this, Dowling College's administrators and faculty will maintain the integrity of Dowling College as well.

Perceptions of College Facilities and Services.

The respondents were asked to respond to certain statements regarding College facilities and services. These included admissions, financial aid, and registration procedures, Bursar's office procedures, library facilities and the services therein and the computer facilities.

Admissions procedures. Student and alumni respondents rated the MBA admissions procedures higher than did the Business Division faculty. An investigation uncovered the fact that the Business Division faculty members did not rate the admissions procedures high since there is some concern among the faculty members about the admissions process and the standards of admission into the Master of Business Administration program. Many more students are being accepted on a provisional basis (the student has not met the requirements for matriculation) than in previous years. Some students have been admitted into courses on a provisional basis prior to a review of their qualifications for graduate studies. It may be that the students and alumni rate the admissions procedures high due to this leniency.

The Business Division faculty have expressed opinions that the standards of admissions for the program are too lenient and should be more rigorous. To the ad hoc committee, the admissions procedures represent a weakness in and possible a threat to the program.

Much discussion must take place regarding admissions standards in the future. The faculty want more stringent admissions standards, however there is a consensus in the Administration that students should be given the opportunity to enter the program. A higher dropout rate or failure rate could develop if the difficulty levels in the individual courses are maintained as these levels should be. The academic integrity of the MBA degree in general and the MBA program at Dowling College as well as of Dowling itself must be maintained.

Financial Aid Procedures. The Business Division faculty were not asked to respond to this question. Approximately half of the alumni respondents (24) and 65 percent of the student respondents (55) rated the financial aid procedures at Dowling Good to Excellent (strength). Many students are enrolled under company tuition reimbursement plans. Since not all students receive financial aid, it would be assumed that the responses are from those who actually do receive aid.

Registration and Bursar's Office Procedures. The current students and the alumni rated the registration procedures lower than did the faculty. Most of the MBA students are employed full time and attend Dowling part-time. Registration often takes a considerable amount of time. Two-thirds of the faculty respondents (8) rated the registration procedures Good to Very Good. Approximately

half of the students (48) and alumni (27) rated these procedures Good to Excellent (strength). At the same time, some faculty members have suggested that improvement is needed in the registration procedures for MBA students. Faculty members feel there should be a way for the MBA students to have special registration periods. Recommendations will be made to improve these services.

Approximately 70 percent of the students and alumni rated the Bursar's office procedures Good to Excellent (strength). MBA students, however, are usually employed full time and time is a valuable commodity. A study should be made to determine if there is a way to simplify the process and make it less time consuming for MBA students.

Library and Computer Facilities. The library is very important to the MBA program. Generally, there was a consensus that the library facilities at Dowling are Good to Excellent (strength). The Business faculty rated these facilities/services higher than did the students and alumni, however, no faculty member rated the library Excellent. Less than 10 percent of the students and alumni rated the facilities/services Excellent yet approximately two-thirds of the students and alumni rated them Good to Excellent (strength). While considered a strength, it would appear from the responses that there is still room for improvement in this area.

This information will be provided to the Director of the Library so that it may be examined and the Director can determine if changes can or should be made. Since the Director is a graduate of the Dowling College MBA program, it is assumed that some actions have already been taken.

The computer facilities at Dowling Collge have been greatly improved and the number of computers greatly increased in the past three years, thus the negative response rate of the alumni is less meaningful at this time. A Director of Academic Computing has been hired. Dowling's computer center has been greatly enlarged and a separate computer classroom set up. The computer center is now equipped with IBM, Apple and Macintosh computers. Individual computers can also be delivered to classrooms to be used as needed. The improvement in the area of computing has been substantial. The improvement in this field has considerably strengthened the MBA program and Dowling College itself. The Administration must continue the commitment to improving the computer facilities.

Student Work Load

Most respondents indicated that the student work load in the Dowling College MBA program is moderate. This moderate work load constitutes a major weakness in the program since students may not be getting all the training and/or education needed to compete in the complex, dynamic environment of the business world.

A moderate work load for students could also pose a threat to the program in the long term. Having a reputation of being an easy program, along with a non-restrictive admissions policy, would be an open invitation to less qualified individuals. This in turn could dilute the overall value and integrity of the MBA degree in the eyes of employers who have a right to expect a high standard of an MBA.

Summary

In general there is agreement that the Dowling College Master of Business Administration program:

1. Should have new specializations (opportunity);
2. Has preparatory courses that prepare students for more advanced courses (strength).
3. Has courses that are important to the careers of students and graduates (strength).
4. Has some courses that are no longer considered important to careers (weakness).
5. Provides quality in the instructional areas (strength).
6. Has a moderate work load for students (weakness and possible threat).

These points will be discussed further and recommendations made in the strategic plan (which appears as Appendix E), the end product of this research project.

Recommendations for Improvement

That Dowling College's faculty, Administration and Board of Trustees discuss, consider and accept the strategic plan as a roadmap to the future is the major recommendation of this project. President Meskill (1985:1) stated that

The process has always been to focus on the future - assuring the long range strength of Dowling College by identifying our uniqueness and strengths, and by utilizing our resources prudently in responding to both opportunities and challenges.

The purpose of this strategic plan is to help Dowling's academics focus on the future as it pertains to the MBA program.

The ad hoc committee, which was established to review the results of this study and make recommendations to be incorporated into the strategic plan, agreed to the following individual recommendations:

1. The MBA degree should be offered in each of the following disciplines - Accounting, Computer Information Systems (CIS), Finance, Management and Marketing.
2. The new specializations (Accounting, Computer Information Systems, Finance and Marketing) should be implemented over a four year period. Beginning in the Fall of 1988, one new elective should be introduced in each discipline each year until the four elective courses that comprise a specialization are in the curriculum.

3. A preparatory course in Marketing should be developed before the Marketing degree is offered.

4. Financial Management, the present core course, should become a preparatory course in the Fall of 1988.

5. A rigorous Corporate Finance course should be developed and be introduced in the Fall of 1988 as the Finance core course to replace Financial Management.

6. Quantitative Methods should be made a prerequisite to Managerial Economics in the Fall of 1988.

7. The Discipline Coordinators should determine which courses will comprise the new specializations. Once determined, the process of developing these elective courses should commence.

8. The following courses which were recommended should be considered as potential new elective courses. In parentheses is (are) the specialization(s) for which each course is recommended.

- a. Principles of Taxation (Accounting, Finance).
- b. Principles of Investments (Accounting, Finance).
- c. Advanced Financial Management (Accounting, Finance).
- d. Advanced Accounting courses (Accounting, Finance).
- e. Advanced Finance courses (Accounting, Finance).
- f. Banking Management (Finance, Management).
- g. Personnel Management (Management).
- h. Labor Relations (Management).
- i. Strategic Planning (All).

- j. Advanced Computer related courses (All).
- k. Problem Solving/Critical Thinking (All).
- l. Business Ethics (All).

9. The following modifications to existing courses in the program should be made.

a. Effective in the Fall of 1988, Management and Organizational Theory and Management Theory should be combined into one course - Management and Organizational Theory. The duplication of material that currently exists would thus be eliminated.

b. Effective in the Fall of 1988, Personnel and Industrial Psychology and Organizational Behavior should be combined into one course - Organizational Behavior - to avoid duplication of material.

c. Effective in the Fall of 1988, Business Law and Government and Business should be combined into one course with emphasis on government regulations pertaining to business. The new course should be offered with a management orientation versus the economics orientation that currently exists in Government and Business.

10. These courses should be discontinued from the curriculum effective in the Fall of 1988:

- a. Small Business Management.
- b. Manufacturing.

11. Since the MBA students are generally employed full-time and attend Dowling part-time, the internship option should be discontinued.

12. The faculty should examine the instructional methods used. The faculty should determine the appropriateness of introducing case studies and/or projects to improve students' communication and analytical skills.

13. The advisement program should be improved.

14. Admissions procedures and standards should be examined, discussed and made more rigorous.

15. Special registration and Bursar office hours should be established for MBA students.

16. There should be a continued commitment for improvement in the computer center.

17. All college service Directors should examine the results of this project as these results pertain to their service areas and make appropriate improvements as perceived necessary to improve their service areas.

18. The scope of the MBA courses should be expanded. Rigor and scope in each course is essential to the success and survival of the program.

19. The faculty should discuss the feasibility and desirability of requiring students to take a comprehensive examination based upon the core courses before enrolling in the electives to add rigor to the program.

20. The program should be reevaluated in three years using updated versions of the current survey instruments. The results should be compared with those of this project and additional recommendations made if necessary.

21. Overall, the MBA program should be improved.

Implementation and Plans for Diffusion

Implementation

A strategic plan (which appears as Appendix E) for the improvement of the MBA program at Dowling was developed. Many benefits are expected to accrue from this study, not the least of which is the future survival of the MBA program at Dowling. Change is inevitable and knowledge of change areas is essential.

Divisional Level. Implementation of the less complex recommended changes, such as minor course modifications, the discontinuance of courses, suggested modifications in instruction will commence in the Fall 1988 semester at the Business Administration Division level. Minor modifications to courses can be made by the individual Discipline Coordinators. Discontinuance of courses and the internship option would take place by agreement of the Business faculty and approval by the Curriculum Committee, the Faculty-Administration Senate and the Administration. A modified MBA program should be in place by the end of the Fall 1988 semester.

Complex and significant changes, such as the development of new MBA courses can also begin at the Divisional level in the Fall of 1988. New courses will be developed by the respective Discipline Coordinators and presented to the Business Administration Division faculty,

the Curriculum Committee, the Faculty-Administration Senate, the Administration and the Board of Trustees in that order for approval.

Based upon the number of courses recommended for the present specialization, Management, and the need for new courses for the recommended new specializations, the process of course and specialization introduction may take two to four years to complete. Recommended specializations would be introduced when enough new courses for these specializations are in the curriculum. A minimum of four elective courses plus the six core courses and the six credit capstone course constitute the curriculum for a specialization. When the specializations are established, a vastly improved graduate business (MBA) program with a revised and innovative curriculum that should satisfy the needs of the business community on Long Island and the MBA students would be in place.

Curriculum Committee. The Curriculum Committee, comprised of a chairperson elected in plenary session of the faculty, one representative from each of the five Divisions elected in Divisional meetings, one member of the student body and two academic administrators appointed by the Vice President for Academic Affairs, develops and recommends policies regarding the curriculum of the College (Dowling College Faculty Agreement, 1983:13-14). The function of the Curriculum Committee is to review any

recommendations for new specializations and courses and make recommendations to the Dowling College Faculty-Administration Senate regarding the approval of all graduate and undergraduate courses and/or changes in the business curriculum.

College Committee Level. Any recommendations for modifications in college facilities and/or services will be made to the appropriate committees or groups. Actions taken must be implemented by these committees or groups after approval has been obtained from the Faculty-Administration Senate, the Administration and the Board of Trustees in accordance with the faculty agreement (1983).

Faculty-Administration Senate. The Faculty-Administration Senate is composed of 16 members. Ten faculty members are elected from among the full-time faculty either at the Divisional level or in plenary session of the faculty. The President selects and appoints the Administration's six representatives to the Senate (Dowling College Faculty Agreement, 1983:8).

Any new specializations or courses approved by the Curriculum Committee must be submitted to and then approved by the Senate before submission of these changes to the Administration and Board of Trustees for approval. Any changes in Dowling's facilities and/or services must also be approved by the Dowling College Faculty-Administration Senate.

Administration and Board of Trustees Levels.

Major recommendations, such as the introduction of new specializations, the introduction of new courses and any major changes in college facilities and/or services must be forwarded by the Faculty-Administration Senate to the Administration and the Board of Trustees. The Administration and the Board of Trustees have final approval or veto power.

Plans for Diffusion

The methodology and survey instruments are such that this study could be replicated within Dowling College and by the larger higher education community. Curriculum development and improvement seem to be at the forefront in MBA programs today. This Major Applied Research Project (MARP) can be the key to the future success and survival of the Dowling College MBA program. Such studies at other institutions may result in similar successes at those institutions. Similar studies, if published, may bring about change in graduate business education in general and create greater success stories in business in the future. The findings of this study will be distributed throughout the Dowling College community and will be available to the educational community at large. To accomplish this, the results will be shared with graduate business educators at conferences and plans will be made to submit the findings to appropriate educational and business journals.

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APPENDICES

APPENDIX A
STUDENT SURVEY

DOWLING COLLEGE
OAKDALE, NEW YORK

MASTER OF BUSINESS ADMINISTRATION
STUDENT SURVEY

ATTACHED IS A STUDENT SURVEY, THE PURPOSE OF WHICH IS TO OBTAIN YOUR PERCEPTIONS OF AND ATTITUDES TOWARD THE MASTER OF BUSINESS ADMINISTRATION PROGRAM AT DOWLING COLLEGE.

YOU ARE URGENTLY REQUESTED TO RESPOND TO THIS SURVEY. YOUR COOPERATION IN THIS ENDEAVOR WILL GREATLY ASSIST DOWLING COLLEGE IN IT'S EFFORTS TO EVALUATE AND THEN IMPROVE THE MASTER OF BUSINESS ADMINISTRATION PROGRAM.

YOUR NAME WILL NOT BE ON THE SCAN FORM SO COMPLETE CONFIDENTIALITY WILL BE MAINTAINED. THIS COVER SHEET WILL BE USED FOR IDENTIFICATION PURPOSES IN ORDER TO DETERMINE WHO HAS AND HAS NOT RESPONDED. PLEASE FILL IN THE FOLLOWING INFORMATION AND RESPOND TO THE QUESTIONS LISTED.

NAME _____

ADDRESS _____

NAME AND ADDRESS OF THE FIRM AT WHICH YOU WORK.

YOUR POSITION (TITLE) _____

PLEASE LIST IN ORDER OF IMPORTANCE ANY COURSES YOU THINK SHOULD BE OFFERED THAT ARE NOT CURRENTLY OFFERED.

IN ADDITION TO MANAGEMENT AND THOSE THAT ARE LISTED ON THE SCAN FORM (ACCOUNTING, COMPUTER INFORMATION SYSTEMS, FINANCE, MARKETING, AND AERONAUTICS), IN WHAT MAJOR(S) OR CONCENTRATION(S) DO YOU THINK DOWLING COLLEGE SHOULD OFFER AN MBA? PLEASE LIST BELOW IN ORDER OF IMPORTANCE.

PLEASE FEEL FREE TO MAKE ANY SUGGESTIONS AND COMMENTS ON THE BACK OF THIS COVER SHEET.

THANK YOU FOR YOUR COOPERATION.

MBA STUDENT SURVEY

USING THE SCAN FORM PROVIDED, PLEASE ANSWER THE FOLLOWING:

1. PLEASE INDICATE HOW MANY CREDITS YOU WILL HAVE AT THE
END OF THE CURRENT SEMESTER.

A. 0-6 B. 7-12 C. 13-24 D. 25-36

IN ADDITION TO MANAGEMENT, SHOULD DOWLING OFFER A MAJOR OR
CONCENTRATION IN THE MBA PROGRAM IN

2. ACCOUNTING? A. YES B. NO C. NO OPINION

3. CIS? A. YES B. NO C. NO OPINION

4. FINANCE? A. YES B. NO C. NO OPINION

5. MARKETING? A. YES B. NO C. NO OPINION

6. AERONAUTICS? A. YES B. NO C. NO OPINION

PREPARATORY COURSES ARE (WERE) YOU REQUIRED TO TAKE

7. ACC 199 FINANCIAL ACCOUNTING? A. YES B. NO

8. CIS 199 COMPUTER OPERATIONS? A. YES B. NO

9. MGT 199 MANAGEMENT? A. YES B. NO

10. ECN 199 ECONOMICS? A. YES B. NO

11. MTH 199 QUANTITATIVE METHODS? A. YES B. NO

USING THE FOLLOWING SCALE INDICATE HOW WELL EACH
PREPARATORY COURSE PREPARED YOU FOR MORE ADVANCED COURSES.

A. EXCEPTIONALLY WELL B. VERY WELL C. ADEQUATELY
D. NOT VERY WELL E. NOT TAKEN

12. ACC 199 FINANCIAL ACCOUNTING

13. CIS 199 COMPUTER OPERATIONS

14. MGT 199 MANAGEMENT

15. ECN 199 ECONOMICS

16. MTH 199 QUANTITATIVE METHODS

USING THE FOLLOWING SCALE, INDICATE THE LEVEL OF IMPORTANCE TO YOUR CAREER OF EACH OF THESE MBA COURSES.

- A. VERY IMPORTANT
- B. SOMEWHAT IMPORTANT
- C. NOT VERY IMPORTANT
- D. UNIMPORTANT
- E. NOT TAKEN

- 17. ACC 199 FINANCIAL ACCOUNTING
- 18. CIS 199 COMPUTER OPERATIONS
- 19. MGT 199 MANAGEMENT
- 20. ECN 199 ECONOMICS
- 21. MTH 199 QUANTITATIVE METHODS
- 22. BUS 212 FINANCIAL MANAGEMENT
- 23. BUS 221 BUSINESS FORECASTING
- 24. BUS 222 GOVERNMENT & BUSINESS
- 25. BUS 231 OPERATIONS RESEARCH
- 26. BUS 232 MANAGERIAL ECONOMICS
- 27. BUS 241 MANAGERIAL ACCOUNTING
- 28. BUS 252 MARKETING MANAGEMENT
- 29. BUS 261 COMPUTER INFORMATION SYSTEMS
- 30. BUS 301 MANAGEMENT & ORGANIZATIONAL THEORY
- 31. BUS 302 PERSONNEL & INDUSTRIAL PSYCHOLOGY
- 32. BUS 303 MANAGEMENT THEORY
- 33. BUS 304 ORGANIZATIONAL BEHAVIOR
- 34. BUS 305 SMALL BUSINESS MANAGEMENT
- 35. BUS 306 MANUFACTURING
- 36. BUS 309 INTERPERSONAL DYNAMICS
- 37. BUS 310 BUSINESS LAW
- 38. BUS 321 FINANCIAL STATEMENT ANALYSIS
- 39. BUS 352 MARKETING RESEARCH
- 40. BUS 395-396 MANAGEMENT GAME

USING THE FOLLOWING SCALE, PLEASE RATE THE FOLLOWING:

- A. EXCELLENT B. VERY GOOD C. GOOD D. FAIR E. POOR

- 41. ADMISSIONS PROCEDURES
- 42. FINANCIAL AID PROCEDURES
- 43. REGISTRATION PROCEDURES
- 44. BURSAR'S OFFICE PROCEDURES
- 45. LIBRARY FACILITIES AND SERVICES
- 46. COMPUTER FACILITIES

USING THE FOLLOWING SCALE, PLEASE RESPOND TO THE FOLLOWING STATEMENTS.

- A. STRONGLY AGREE
 - B. AGREE
 - C. DISAGREE
 - D. STRONGLY DISAGREE
 - E. DON'T KNOW OR NOT APPLICABLE.
47. THE QUALITY OF ADVISEMENT IS EXCELLENT.
48. THE QUALITY OF INSTRUCTION IS EXCELLENT.
49. THE COMPETENCE LEVEL OF THE INSTRUCTORS THAT YOU HAVE HAD TO DATE IS VERY HIGH.
50. THE INSTRUCTORS ARE GENERALLY WELL PREPARED AND USE CLASS TIME WELL.
51. THE OBJECTIVES OF THE COURSES TAKEN WERE MADE CLEAR.
52. GENERALLY THERE WAS AGREEMENT BETWEEN THE OBJECTIVES AND WHAT WAS ACTUALLY TAUGHT.
53. STUDENTS WERE GENERALLY TOLD HOW THEY WOULD BE EVALUATED IN THE COURSES TAKEN.
54. EXAMINATIONS GENERALLY REFLECTED THE IMPORTANT ASPECTS OF THE COURSES.
55. THE QUALITY OF CLASS DISCUSSIONS IN COURSES TAKEN WAS GENERALLY EXCELLENT.
56. INSTRUCTORS RAISED CHALLENGING QUESTIONS OR PROBLEMS FOR DISCUSSION.
57. INSTRUCTORS FREQUENTLY USED EXAMPLES OF CURRENT BUSINESS EVENTS, PROBLEMS, ETC.
58. STUDENTS WERE FREE TO ASK QUESTIONS OR EXPRESS OPINIONS.
59. THE SCOPE OF THE MBA COURSES IS TOO LIMITED; NOT ENOUGH IS COVERED IN EACH CLASS.
60. THE WORK LOAD IN THE PROGRAM IS
- | | | |
|--------------|-----------------|-------------|
| A. EXCESSIVE | B. HEAVY | C. MODERATE |
| D. LIGHT | E. NON-EXISTANT | |

PLEASE FEEL FREE TO MAKE ANY SUGGESTIONS OR COMMENTS ON THE BACK OF THE COVER SHEET.

THANK YOU VERY MUCH FOR YOUR COOPERATION.

APPENDIX B
ALUMNI SURVEY

DOWLING COLLEGE
OAKDALE, NEW YORK

MASTER OF BUSINESS ADMINISTRATION
ALUMNI SURVEY

ATTACHED IS AN ALUMNI SURVEY, THE PURPOSE OF WHICH IS TO DETERMINE YOUR PERCEPTIONS OF AND ATTITUDES TOWARD THE MASTER OF BUSINESS ADMINISTRATION PROGRAM AT DOWLING COLLEGE.

YOUR COOPERATION IN COMPLETING THIS SURVEY WILL GREATLY ASSIST DOWLING COLLEGE IN ITS CONTINUING EFFORTS TO STRENGTHEN THE MASTER OF BUSINESS ADMINISTRATION PROGRAM.

YOUR NAME WILL NOT BE ON THE SCAN FORM SO COMPLETE CONFIDENTIALITY WILL BE MAINTAINED. THIS COVER SHEET WILL BE USED FOR IDENTIFICATION PURPOSES IN ORDER TO DETERMINE WHO HAS AND HAS NOT RESPONDED. PLEASE SUPPLY THE FOLLOWING INFORMATION AND RESPOND TO THE QUESTIONS LISTED.

NAME _____

ADDRESS _____

NAME AND ADDRESS OF THE FIRM AT WHICH YOU WORK.

YOUR POSITION (TITLE) _____

PLEASE LIST IN ORDER OF IMPORTANCE ANY COURSES YOU THINK SHOULD BE OFFERED IN THE MBA PROGRAM THAT ARE NOT CURRENTLY OFFERED.

PLEASE FEEL FREE TO MAKE ANY SUGGESTIONS AND COMMENTS ON THE BACK OF THIS COVER SHEET.

THANK YOU FOR YOUR COOPERATION.

MBA ALUMNI SURVEY

USING THE SCAN FORM PROVIDED, PLEASE ANSWER THE FOLLOWING:

USING THE FOLLOWING SCALE, INDICATE HOW WELL EACH PREPARATORY COURSE YOU TOOK, IF ANY, PREPARED YOU FOR MORE ADVANCED COURSES.

A. EXCEPTIONALLY WELL B. VERY WELL C. ADEQUATELY
D. NOT VERY WELL E. NOT TAKEN

1. ACC 199 FINANCIAL ACCOUNTING
2. CIS 199 COMPUTER OPERATIONS
3. MGT 199 MANAGEMENT
4. ECN 199 ECONOMICS
5. MTH 199 QUANTITATIVE METHODS

USING THE FOLLOWING SCALE, INDICATE THE LEVEL OF IMPORTANCE TO YOUR CAREER OF EACH OF THESE MBA COURSES.

A. VERY IMPORTANT B. SOMEWHAT IMPORTANT
C. NOT VERY IMPORTANT D. UNIMPORTANT E. NOT TAKEN

6. ACC 199 FINANCIAL ACCOUNTING
7. CIS 199 COMPUTER OPERATIONS
8. MGT 199 MANAGEMENT
9. ECN 199 ECONOMICS
10. MTH 199 QUANTITATIVE METHODS
11. BUS 212 FINANCIAL MANAGEMENT
12. BUS 221 BUSINESS FORECASTING
13. BUS 222 GOVERNMENT & BUSINESS
14. BUS 231 OPERATIONS RESEARCH
15. BUS 232 MANAGERIAL ECONOMICS
16. BUS 241 MANAGERIAL ACCOUNTING
17. BUS 252 MARKETING MANAGEMENT
18. BUS 261 COMPUTER INFORMATION SYSTEMS
19. BUS 301 MANAGEMENT & ORGANIZATIONAL THEORY
20. BUS 302 PERSONNEL & INDUSTRIAL PSYCHOLOGY
21. BUS 303 MANAGEMENT THEORY
22. BUS 304 ORGANIZATIONAL BEHAVIOR
23. BUS 305 SMALL BUSINESS MANAGEMENT
24. BUS 306 MANUFACTURING
25. BUS 309 INTERPERSONAL DYNAMICS
26. BUS 310 BUSINESS LAW
27. BUS 321 FINANCIAL STATEMENT ANALYSIS
28. BUS 352 MARKETING RESEARCH
29. BUS 395-396 MANAGEMENT GAME

USING THE FOLLOWING SCALE, PLEASE RATE THE FOLLOWING:

A. EXCELLENT B. VERY GOOD C. GOOD D. FAIR E. POOR

- 30. ADMISSIONS PROCEDURES
- 31. FINANCIAL AID PROCEDURES
- 32. REGISTRATION PROCEDURES
- 33. BURSAR'S OFFICE PROCEDURES
- 34. LIBRARY FACILITIES AND SERVICES
- 35. COMPUTER FACILITIES

USING THE FOLLOWING SCALE, PLEASE RESPOND TO THE FOLLOWING STATEMENTS.

- A. STRONGLY AGREE
- B. AGREE
- C. DISAGREE
- D. STRONGLY DISAGREE
- E. DON'T KNOW OR NOT APPLICABLE.

- 36. THE QUALITY OF ADVISEMENT WAS EXCELLENT.
- 37. THE QUALITY OF INSTRUCTION WAS EXCELLENT.
- 38. THE COMPETENCE LEVEL OF THE INSTRUCTORS WAS VERY HIGH.
- 39. THE INSTRUCTORS WERE GENERALLY WELL PREPARED AND USED CLASS TIME WELL.
- 40. THE OBJECTIVES OF THE COURSES TAKEN WERE MADE CLEAR.
- 41. GENERALLY THERE WAS AGREEMENT BETWEEN THE OBJECTIVES AND WHAT WAS ACTUALLY TAUGHT.
- 42. STUDENTS WERE GENERALLY TOLD HOW THEY WOULD BE EVALUATED IN THE COURSES TAKEN.
- 43. EXAMINATIONS GENERALLY REFLECTED THE IMPORTANT ASPECTS OF THE COURSE.
- 44. THE QUALITY OF CLASS DISCUSSIONS IN COURSES TAKEN WAS GENERALLY EXCELLENT.
- 45. INSTRUCTORS RAISED CHALLENGING QUESTIONS OR PROBLEMS FOR DISCUSSION.

USING THE FOLLOWING SCALE, PLEASE RESPOND TO THE FOLLOWING STATEMENTS.

- A. STRONGLY AGREE
 - B. AGREE
 - C. DISAGREE
 - D. STRONGLY DISAGREE
 - E. DON'T KNOW OR NOT APPLICABLE.
46. INSTRUCTORS FREQUENTLY USED EXAMPLES OF CURRENT BUSINESS EVENTS, PROBLEMS, ETC
47. STUDENTS WERE FREE TO ASK QUESTIONS OR EXPRESS OPINIONS.
48. THE SCOPE OF THE MBA COURSES WAS TOO LIMITED; NOT ENOUGH WAS COVERED IN EACH CLASS.
49. THE WORK LOAD IN THE PROGRAM WAS
- | | | |
|--------------|-----------------|-------------|
| A. EXCESSIVE | B. HEAVY | C. MODERATE |
| D. LIGHT | E. NON-EXISTANT | |

PLEASE FEEL FREE TO MAKE SUGGESTIONS OR COMMENTS ON THE BACK OF THE COVER SHEET.

THANK YOU FOR YOUR COOPERATION.

APPENDIX C
FACULTY SURVEY

DOWLING COLLEGE
OAKDALE, NEW YORK

MASTER OF BUSINESS ADMINISTRATION
FACULTY SURVEY

ATTACHED IS A FACULTY SURVEY, THE PURPOSE OF WHICH IS TO OBTAIN YOUR PERCEPTIONS OF AND ATTITUDES TOWARD THE MASTER OF BUSINESS ADMINISTRATION PROGRAM AT DOWLING COLLEGE.

YOU ARE URGENTLY REQUESTED TO RESPOND TO THIS SURVEY. YOUR COOPERATION IN THIS ENDEAVOR WILL GREATLY ASSIST DOWLING COLLEGE IN IT'S EFFORTS TO EVALUATE AND THEN IMPROVE THE MASTER OF BUSINESS ADMINISTRATION PROGRAM.

YOUR NAME WILL NOT BE ON THE SCAN FORM SO COMPLETE CONFIDENTIALITY WILL BE MAINTAINED. THIS COVER SHEET WILL BE USED FOR IDENTIFICATION PURPOSES IN ORDER TO DETERMINE WHO HAS AND HAS NOT RESPONDED. PLEASE FILL IN THE FOLLOWING INFORMATION AND RESPOND TO THE QUESTIONS LISTED.

NAME _____

PLEASE LIST IN ORDER OF IMPORTANCE ANY COURSES YOU THINK SHOULD BE OFFERED THAT ARE NOT CURRENTLY OFFERED.

IN ADDITION TO MANAGEMENT AND THOSE THAT ARE LISTED ON THE SCAN FORM (ACCOUNTING, COMPUTER INFORMATION SYSTEMS, FINANCE, MARKETING, AND AERONAUTICS), IN WHAT MAJOR(S) OR CONCENTRATION(S) DO YOU THINK DOWLING COLLEGE SHOULD OFFER AN MBA? PLEASE LIST BELOW IN ORDER OF IMPORTANCE.

PLEASE FEEL FREE TO MAKE ANY SUGGESTIONS AND COMMENTS ON THE BACK OF THIS COVER SHEET.

THANK YOU FOR YOUR COOPERATION.

MBA FACULTY SURVEY

 USING THE SCAN FORM PROVIDED, PLEASE ANSWER THE FOLLOWING:

IN ADDITION TO MANAGEMENT, SHOULD DOWLING OFFER A MAJOR OR
 CONCENTRATION IN THE MBA PROGRAM IN

- | | | | |
|-----------------|--------|-------|---------------|
| 1. ACCOUNTING? | A. YES | B. NO | C. NO OPINION |
| 2. CIS? | A. YES | B. NO | C. NO OPINION |
| 3. FINANCE? | A. YES | B. NO | C. NO OPINION |
| 4. MARKETING? | A. YES | B. NO | C. NO OPINION |
| 5. AERONAUTICS? | A. YES | B. NO | C. NO OPINION |

PREPARATORY COURSES

USING THE FOLLOWING SCALE, INDICATE HOW WELL EACH
 PREPARATORY COURSE PREPARES STUDENTS FOR MORE ADVANCED
 COURSES.

- | | | |
|-----------------------|---------------|---------------|
| A. EXCEPTIONALLY WELL | B. VERY WELL | C. ADEQUATELY |
| D. NOT VERY WELL | E. NO OPINION | |

6. ACC 199 FINANCIAL ACCOUNTING
7. CIS 199 COMPUTER OPERATIONS
8. MGT 199 MANAGEMENT
9. ECN 199 ECONOMICS
10. MTH 199 QUANTITATIVE METHODS

USING THE FOLLOWING SCALE, INDICATE THE LEVEL OF IMPORTANCE OF EACH OF THE FOLLOWING MBA COURSES TO A STUDENT'S CAREER.

- A. VERY IMPORTANT
- B. SOMEWHAT IMPORTANT
- C. NOT VERY IMPORTANT
- D. UNIMPORTANT
- E. NO OPINION

- 11. ACC 199 FINANCIAL ACCOUNTING
- 12. CIS 199 COMPUTER OPERATIONS
- 13. MGT 199 MANAGEMENT
- 14. ECN 199 ECONOMICS
- 15. MTH 199 QUANTITATIVE METHODS
- 16. BUS 212 FINANCIAL MANAGEMENT
- 17. BUS 221 BUSINESS FORECASTING
- 18. BUS 222 GOVERNMENT & BUSINESS
- 19. BUS 231 OPERATIONS RESEARCH
- 20. BUS 232 MANAGERIAL ECONOMICS
- 21. BUS 241 MANAGERIAL ACCOUNTING
- 22. BUS 252 MARKETING MANAGEMENT
- 23. BUS 261 COMPUTER INFORMATION SYSTEMS
- 24. BUS 301 MANAGEMENT & ORGANIZATIONAL THEORY
- 25. BUS 302 PERSONNEL & INDUSTRIAL PSYCHOLOGY
- 26. BUS 303 MANAGEMENT THEORY
- 27. BUS 304 ORGANIZATIONAL BEHAVIOR
- 28. BUS 305 SMALL BUSINESS MANAGEMENT
- 29. BUS 306 MANUFACTURING
- 30. BUS 309 INTERPERSONAL DYNAMICS
- 31. BUS 310 BUSINESS LAW
- 32. BUS 321 FINANCIAL STATEMENT ANALYSIS
- 33. BUS 352 MARKETING RESEARCH
- 34. BUS 395-396 MANAGEMENT GAME

USING THE FOLLOWING SCALE, PLEASE RATE THE FOLLOWING:

- A. EXCELLENT
- B. VERY GOOD
- C. GOOD
- D. FAIR
- E. POOR

- 35. ADMISSIONS PROCEDURES
- 36. REGISTRATION PROCEDURES
- 37. LIBRARY FACILITIES AND SERVICES
- 38. COMPUTER FACILITIES

USING THE FOLLOWING SCALE, PLEASE RATE THE FOLLOWING BASED ON YOUR PERCEPTIONS OF THE MBA PROGRAM

- A. STRONGLY AGREE
 - B. AGREE
 - C. DISAGREE
 - D. STRONGLY DISAGREE
 - E. DON'T KNOW OR NOT APPLICABLE
39. THE QUALITY OF ADVISEMENT IS EXCELLENT.
40. THE QUALITY OF INSTRUCTION IS EXCELLENT.
41. THE COMPETENCE LEVEL OF THE INSTRUCTORS IS VERY HIGH.
42. THE INSTRUCTORS ARE GENERALLY WELL PREPARED AND USE CLASS TIME WELL.
43. THE OBJECTIVES OF THE COURSES ARE MADE CLEAR.
44. GENERALLY THERE IS AGREEMENT BETWEEN THE OBJECTIVES AND WHAT IS ACTUALLY TAUGHT.
45. STUDENTS ARE GENERALLY TOLD HOW THEY WILL BE EVALUATED.
46. EXAMINATIONS GENERALLY REFLECT THE IMPORTANT ASPECTS OF THE COURSES.
47. THE QUALITY OF CLASS DISCUSSIONS IS GENERALLY EXCELLENT.
48. INSTRUCTORS RAISE CHALLENGING QUESTIONS OR PROBLEMS FOR DISCUSSION.
49. INSTRUCTORS FREQUENTLY USE EXAMPLES OF CURRENT BUSINESS EVENTS, PROBLEMS, ETC.
50. STUDENTS ARE FREE TO ASK QUESTIONS OR EXPRESS OPINIONS.
51. THE SCOPE OF THE MBA COURSES IS TOO LIMITED; NOT ENOUGH IS COVERED IN EACH CLASS.
52. THE WORK LOAD IN THE PROGRAM FOR STUDENTS IS:
- A. EXCESSIVE
 - B. HEAVY
 - C. MODERATE
 - D. LIGHT
 - E. NON-EXISTANT

PLEASE FEEL FREE TO MAKE ANY SUGGESTIONS AND COMMENTS ON THE BACK OF THE COVER SHEET.

THANK YOU FOR YOUR COOPERATION.

APPENDIX D
DATA COLLECTION FORM

9

101 A B C D E 1 2 3 4 5	111 A B C D E 1 2 3 4 5	121 A B C D E 1 2 3 4 5	131 A B C D E 1 2 3 4 5	141 A B C D E 1 2 3 4 5
102 A B C D E 1 2 3 4 5	112 A B C D E 1 2 3 4 5	122 A B C D E 1 2 3 4 5	132 A B C D E 1 2 3 4 5	142 A B C D E 1 2 3 4 5
103 A B C D E 1 2 3 4 5	113 A B C D E 1 2 3 4 5	123 A B C D E 1 2 3 4 5	133 A B C D E 1 2 3 4 5	143 A B C D E 1 2 3 4 5
104 A B C D E 1 2 3 4 5	114 A B C D E 1 2 3 4 5	124 A B C D E 1 2 3 4 5	134 A B C D E 1 2 3 4 5	144 A B C D E 1 2 3 4 5
105 A B C D E 1 2 3 4 5	115 A B C D E 1 2 3 4 5	125 A B C D E 1 2 3 4 5	135 A B C D E 1 2 3 4 5	145 A B C D E 1 2 3 4 5
106 A B C D E 1 2 3 4 5	116 A B C D E 1 2 3 4 5	126 A B C D E 1 2 3 4 5	136 A B C D E 1 2 3 4 5	146 A B C D E 1 2 3 4 5
107 A B C D E 1 2 3 4 5	117 A B C D E 1 2 3 4 5	127 A B C D E 1 2 3 4 5	137 A B C D E 1 2 3 4 5	147 A B C D E 1 2 3 4 5
108 A B C D E 1 2 3 4 5	118 A B C D E 1 2 3 4 5	128 A B C D E 1 2 3 4 5	138 A B C D E 1 2 3 4 5	148 A B C D E 1 2 3 4 5
109 A B C D E 1 2 3 4 5	119 A B C D E 1 2 3 4 5	129 A B C D E 1 2 3 4 5	139 A B C D E 1 2 3 4 5	149 A B C D E 1 2 3 4 5
110 A B C D E 1 2 3 4 5	120 A B C D E 1 2 3 4 5	130 A B C D E 1 2 3 4 5	140 A B C D E 1 2 3 4 5	150 A B C D E 1 2 3 4 5
151 A B C D E 1 2 3 4 5	161 A B C D E 1 2 3 4 5	171 A B C D E 1 2 3 4 5	181 A B C D E 1 2 3 4 5	191 A B C D E 1 2 3 4 5
152 A B C D E 1 2 3 4 5	162 A B C D E 1 2 3 4 5	172 A B C D E 1 2 3 4 5	182 A B C D E 1 2 3 4 5	192 A B C D E 1 2 3 4 5
153 A B C D E 1 2 3 4 5	163 A B C D E 1 2 3 4 5	173 A B C D E 1 2 3 4 5	183 A B C D E 1 2 3 4 5	193 A B C D E 1 2 3 4 5
154 A B C D E 1 2 3 4 5	164 A B C D E 1 2 3 4 5	174 A B C D E 1 2 3 4 5	184 A B C D E 1 2 3 4 5	194 A B C D E 1 2 3 4 5
155 A B C D E 1 2 3 4 5	165 A B C D E 1 2 3 4 5	175 A B C D E 1 2 3 4 5	185 A B C D E 1 2 3 4 5	195 A B C D E 1 2 3 4 5
156 A B C D E 1 2 3 4 5	166 A B C D E 1 2 3 4 5	176 A B C D E 1 2 3 4 5	186 A B C D E 1 2 3 4 5	196 A B C D E 1 2 3 4 5
157 A B C D E 1 2 3 4 5	167 A B C D E 1 2 3 4 5	177 A B C D E 1 2 3 4 5	187 A B C D E 1 2 3 4 5	197 A B C D E 1 2 3 4 5
158 A B C D E 1 2 3 4 5	168 A B C D E 1 2 3 4 5	178 A B C D E 1 2 3 4 5	188 A B C D E 1 2 3 4 5	198 A B C D E 1 2 3 4 5
159 A B C D E 1 2 3 4 5	169 A B C D E 1 2 3 4 5	179 A B C D E 1 2 3 4 5	189 A B C D E 1 2 3 4 5	199 A B C D E 1 2 3 4 5
160 A B C D E 1 2 3 4 5	170 A B C D E 1 2 3 4 5	180 A B C D E 1 2 3 4 5	190 A B C D E 1 2 3 4 5	200 A B C D E 1 2 3 4 5

FOR USE WITH ALL NCS SENTRY OPTICAL MARK READING SYSTEMS

EXAMPLES

WRONG
1 1 2 3 4 5

WRONG
2 1 2 3 4 5

WRONG
3 1 2 3 4 5

RIGHT
4 1 2 3 4 5

IMPORTANT DIRECTIONS
FOR MARKING ANSWERS

- Use #2 pencil only.
- Do NOT use ink or ballpoint pens
- Make heavy black marks that fill the circle completely.
- Erase cleanly any answer you wish to change.
- Make no stray marks on the answer sheet.

APPENDIX E
STRATEGIC PLAN FOR THE DOWLING COLLEGE
MASTER OF BUSINESS ADMINISTRATION
PROGRAM

DOWLING COLLEGE
STRATEGIC PLAN FOR THE MBA

INTRODUCTION

Strengths, Weaknesses, Opportunities and Threats (SWOT)

Strategic planning helps one to understand one's organization better and to develop moves to enhance one's competitive position (Stoner and Fry, 1987:9). Utilizing the results of surveys made at Dowling College, a strategic plan was developed to be presented to the Business faculty and the Administration. This strategic plan should help Dowling's academics adapt the MBA program to environmental changes in the business world. A clearer image and thus a recognition of the strengths and weaknesses of as well as the opportunities for and the threats to the MBA program emerged from this project.

Strengths. A strength is any resource or occurrence that helps an organization in realizing its objectives and strategies, capitalizing on its opportunities, or defending against its threats (Stoner and Fry, 1987:57). Program strengths became apparent through the analysis of the responses indicating how important certain courses are to an MBA's career, how the respondents perceive the quality of instruction in the program, and how the respondents rate various college facilities and services. The strengths of the Dowling

College MBA program as perceived by the various respondent groups and the faculty ad hoc committee are:

1. The program has preparatory courses that prepare students for more advanced courses.
2. The program has courses that are important to the careers of students and graduates.
3. The program provides quality instruction to the students.

Weaknesses. A weakness is any factor that hinders an organization in realizing its objectives and strategies, capitalizing on its opportunities, or defending against threats (Stoner and Fry, 1987:57-58). Weaknesses were disclosed by the responses in the very same areas as mentioned heretofore for strengths. The weaknesses of the MBA program as perceived by the respondent groups and by the faculty ad hoc committee are:

1. The program has some courses that are not considered important to the careers of students and graduates.
2. The program has a moderate work load for students.

Opportunities. Opportunities were discovered from the responses dealing with the importance of courses, and the recommendations for new courses and new specializations. An opportunity is any factor that offers promise or potential for moving closer or more quickly

toward the organization's goals (Stoner and Fry, 1987:38). These opportunities, if recognized and taken advantage of, may determine the program's future success and survival. There are certain opportunities for the MBA program as perceived by the faculty ad hoc committee. The major opportunity perceived by the faculty ad hoc committee is in the area of the introduction of new specializations.

Threats. Threats to the program were disclosed by the respondents' answers to questions dealing with the importance of courses to careers and the quality of instruction in the program. A threat is any factor that may limit, restrict, or impede an organization in the pursuit of its goals (Stoner and Fry, 1987:38). Those courses that are seen as unimportant by the respondents, if continued in the program, may be threats to the program's future success and survival. Perceptions of poor quality of instruction could also present a threat since it is unlikely that one would recommend a program in which one perceives poor instructional quality. Other perceptions of poor quality, such as were disclosed by the responses dealing with college facilities and services, could also present threats. The perception of a moderate student work load is also seen as a threat.

No political or legal changes are expected to ensue that would present either opportunities or threats to Dowling College and/or to the MBA program. Likewise,

no social or demographic changes are foreseen which would present opportunities or threats. Economic changes, at least in the short term, should present no particular opportunities or threats.

Once these strengths, weaknesses, opportunities and threats (SWOT) were identified, and the implications of the results were discussed by the ad hoc committee, a strategic action plan was developed for presentation to the appropriate governance groups at Dowling College.

Life Cycle

In the process of strategic planning, one normally looks at the organizational life cycle. In the case of Dowling, the college is still in its growth cycle when compared with other Long Island colleges and universities which could be considered in their maturity stages. The same is true with Dowling's curriculum. The MBA program is only ten years old and many of its courses are not even that old. This is seen as an opportunity that may be exploited.

CURRENT SITUATION

The Dowling College MBA program was designed to provide an educational foundation for responsible business leadership and to develop in students a professional point of view in the science of management with respect to organization, operation, administration, and control of

business enterprises; the capability to make decisions through application of quantitative tools as a key supplement to their own value judgments and to utilize knowledge within the complex environment of our society. Emphasis is placed upon creating within these individuals a sense of responsibility to qualify them as prospective managers whose mission is to assume social responsibility as well as to serve their own economic interests (Dowling College Graduate Bulletin, 1986:19). The program and curriculum were designed to meet the specific needs of the Long Island business community. The program should serve as a valuable resource in the development of its management talent.

No major effort had ever been made to improve the program nor had any survey of student and/or alumni needs and attitudes been conducted to determine the program's effectiveness. It was felt by many in the faculty that the curriculum and the MBA program itself have not kept pace with technological advances and the complex, dynamic environment of business.

Many studies predict a future decline in Master of Business Administration enrollments. A passive approach to graduate business education will no longer assure an adequate number of students therefore the Dowling Business Administration faculty and Administration must attempt to understand the students currently being served. This could be done more effectively if the strengths and

weaknesses of the program, as perceived by the current students, alumni, and the Business faculty were determined. This was accomplished through this project.

Student and Alumni Profiles

At the time of the survey, there were 146 students in the program. Of these, 14 had received incompletes leaving a pool of 132 potential respondents; 124 (97 percent) responded. Forty students would have six or fewer credits by the end of the semester in session, therefore were not counted as participants in this project since clear perceptions of the program may not have been formed.

Thirty-five female and 89 male students as well as 12 female and 38 male alumni responded. Two alumni surveys were anonymous. The majority of subjects in both groups live in Suffolk County.

The ages of the current students and the ages of the alumni at the time of entry into the MBA program are listed below.

<u>Age Range</u>	<u>Students</u>	<u>Alumni</u>
20-25	24	13
26-30	21	15
31-35	19	8
36-40	13	5
>40	7	9
Totals	84	50

The students indicated that they worked for such organizations as Supermarkets General, General Electric, Grumman Corporation (three different divisions), The Long Island Trust Company, Norstar Bank of Long Island, Apple Bank for Savings, Manufacturer's Hanover Leasing Corporation, Eaton Corporation (AIL Division), Pioneer Corporation, Hazeltine Corporation, Raytheon Corporation - Sedco Systems, Lumex, State University of New York at Stony Brook, Brookhaven National Laboratory, Peat Marwick, United States Post Office, New York Department of Motor Vehicles, New York Life Insurance Company, Hanover Insurance Company, Allstate Insurance, BOCES, Adler Shoes, Thomson McKinnon Securities Inc., Doubleday & Co., Narda Microwave, Phillip Morris, Estee Lauder Inc., the Long Island Railroad, Fairchild Republic Corp., Norden Systems, New York City Police Department, Siemens Systems, Rolm Corp., various school districts, various Suffolk County agencies and other lesser known firms.

MBA GOALS AND OBJECTIVES

The MBA degree program provides an educational foundation for responsible business leadership. To accomplish this, the following goals should be set.

1. To develop in students a professional point of view in the science of management with respect to
 - a. organization,
 - b. operation,

- c. administration, and
- d. control of a business enterprise.

To attain this goal Dowling College should seek:

- a. to enhance the students' understanding of those principles of management which underlie the practice of any type of organization;
- b. to enhance the students' knowledge of management's general functions as well as management's specialities - marketing, finance, information systems, accounting, etc.;
- c. to stimulate imaginative management thinking.

2. To serve as a valuable resource for the Long Island business community in the development of its management talent.

To attain this goal Dowling College should seek:

- a. to develop a curriculum designed to meet the specific needs of the Long Island region;
- b. to assist students to identify and explore their career opportunities.

3. To develop in students a decision-making capability through application of quantitative tools as a key supplement to their own value judgments.

To attain this goal Dowling College should seek:

- a. to allow students to gain experience in business affairs through internships;
- b. to enhance the students' reasoning, analytical, communication, interpersonal, and information processing skills;

- c. to enhance the students' computer skills.

4. To develop in students the capability of utilizing knowledge within the complex environment of our society while creating in them a sense of business ethics and responsibility to qualify as prospective managers whose mission is to assume social responsibility as well as to serve their own economic interests.

To attain this goal Dowling College should seek:

- a. to provide students with supportive advisement;
- b. to impart knowledge and the methods by which it is discovered, developed and applied;
- c. to prepare students for career advancement and flexibility by assisting them to develop capacities for independent learning, sound judgment, and productive relationships;
- d. to enhance the students' interpersonal skills;
- e. to enhance the students' knowledge of human behavior patterns.

5. To make constructive academic and intellectual demands.

To attain this goal Dowling College should seek:

- a. to maintain appropriate academic standards in the MBA program;
- b. to evaluate regularly the effectiveness of the curriculum in the MBA program;
- c. to evaluate regularly the quality of instruction in the MBA program;

- d. to establish criteria and procedures for assessing student competence;
- e. to provide a faculty-student ratio that permits positive faculty-student interaction;
- f. to create a positive atmosphere for learning within the college and within the program.

RECOMMENDATIONS

That Dowling College's faculty, Administration and Board of Trustees discuss, consider and accept the strategic plan as a roadmap to the future is the major recommendation. This strategic plan is comprised of a number of individual recommendations which follow.

New Specializations

The MBA degree should be offered in each of the following disciplines - Accounting, Computer Information Systems (CIS), Finance, Management and Marketing. These new specializations should be implemented over a four year period. One new elective in each specialization should be developed and introduced each year beginning in the Fall of 1988 until the necessary four elective courses that comprise a specialization are in the curriculum.

It is recommended that the Discipline Coordinators and their faculty members determine which courses should comprise the new specializations. Once selected, the process of developing these courses should commence.

The following courses which were recommended by the respondents should be considered by the Coordinators as possible electives in the discipline(s) listed in parentheses after each course.

1. Principles of Taxation (Accounting, Finance).
2. Principles of Investments (Accounting, Finance).
3. Advanced Financial Management (Accounting, Finance).
4. Advanced Accounting courses (Accounting, Finance).
5. Advanced Finance courses (Accounting, Finance).
6. Banking Management (Finance, Management).
7. Personnel Management (Management).
8. Labor Relations (Management).
9. Strategic Planning (All).
10. Advanced computer related courses (All).
11. Problem Solving/Critical Thinking (All).
12. Business Ethics (All).

Preparatory Courses

A Marketing preparatory course must be developed and implemented into the curriculum for the Marketing degree when the Marketing degree itself is implemented into the MBA program. The existing Financial Management core course should be made a preparatory course effective in the Fall of 1988. It is recommended that Quantitative Methods, the preparatory course, be made a prerequisite for Managerial Economics effective in the Fall of 1988.

Core Courses

A rigorous Corporate Finance core course should be developed to replace Financial Management, which was recommended to become a preparatory course. The new Corporate Finance course should be implemented into the graduate business curriculum in the Fall of 1988.

Course Modifications

Certain modifications in the curriculum were discussed by the ad hoc committee. This committee recommended that:

1. Management and Organizational Theory and the Management Theory course be combined into one course - Management and Organizational Theory effective in the Fall of 1988. This would eliminate the duplication of material that currently exists in these two courses.

2. Personnel and Industrial Psychology and Organizational Behavior be combined into one course - Organizational Behavior effective in the Fall of 1988. This would eliminate the duplication of material that currently exists in these two courses.

3. Business Law and Government and Business be combined into one course with emphasis on government regulations as they pertain to business effective in the Fall of 1988. The course should be offered with a management orientation versus the economics orientation that currently exists in Government and Business.

Discontinuance of Courses

The following courses should be discontinued effective at the end of the Spring 1988 semester.

1. Small Business Management; and
2. Manufacturing.

Discontinuance of the Internship

Since the students are usually employed full-time and attend Dowling part-time and since no student has ever served an internship, this option should be discontinued effective at the end of the Spring, 1988 semester.

Quality of Instruction

It is strongly recommended that the advisement program be reviewed and strengthened. The faculty perceive advisement as a weakness in the program. Advisement has always been a major ingredient of Dowling's "Personal College" approach. Students in the program must be made aware of the value of personal advisement.

It is recommended that faculty members examine their own individual instruction and methodologies used. It is also recommended that the case study approach be integrated into more courses where appropriate.

Another recommendation is that the faculty should discuss the feasibility and desirability of requiring students to take a comprehensive examination based upon the core course material. This examination should be

required before students are allowed to enroll in elective courses. This move would add more rigor to the program.

College Services

Recommendations in the areas of college services and/or facilities include:

1. The admissions procedures and standards should be examined and made more rigorous so that the standards of Dowling and the MBA program are maintained. Students should not be allowed to enroll into classes until a full review of their credentials has been made and they have been accepted into the program. The standards of admissions as specified in the Graduate Studies Bulletin (1986) should be maintained.
2. A discussion should take place among the faculty in conjunction with the Registrar and Bursar to determine the feasibility of establishing special hours and perhaps special lines for the MBA students. This would make it easier for these students who usually work full-time.
3. The Administration should continue its commitment to the expansion and improvement of the computer center.
4. The Director of Academic Computing should discuss with the faculty the computing needs of the MBA students.
5. The college service Directors should examine the results of this project as the results pertain to their services and make appropriate improvements or recommendations as deemed necessary.

IMPLEMENTATION OF THE STRATEGIC PLAN

This strategic plan and the recommendations herein should be implemented as quickly as possible to ensure that the Dowling community continues its commitment to quality education and to the graduate business students.

The following steps and time spans are recommended:

1. Approve the development of the new specializations as quickly as possible. Full implementation should be within four years at the most.
2. Develop the necessary preparatory course in Marketing when the degree is approved.
3. Approve the moving of Financial Management from the core course area to the preparatory course area effective in the Fall of 1988.
4. Approve the requirement of Quantitative Methods as a prerequisite for Managerial Economics effective in the Fall of 1988.
5. Approve the development of a Corporate Finance core course effective in Fall of 1988.
6. Develop one new elective in each new specialization each year beginning in the Fall of 1988 until the necessary four courses that comprise a specialization are in place.
7. Initiate the modification of courses in the Fall of 1988.

8. Discontinue the Small Business Management and Manufacturing courses at the end of the Spring 1988 semester.

9. Discuss the feasibility and desirability of requiring a comprehensive examination as soon as possible and if approved, the examination should be developed, tested and implemented in the Fall of 1989.

FUTURE EVALUATION

It is strongly recommended that the MBA program be fully evaluated in three years to determine the program's status at that time. That status should be compared with the present status to determine if the recommended changes that may have been implemented have created the necessary and desired improvement in the the program. If not, reasons should be determined. This future evaluation may bring new recommendations. Evaluations should then be conducted every three years. Intermediate progress can be determined each year by a comparison of what exists and what was recommended.

SUMMARY

It is strongly recommended that the strategic plan be approved and implemented. Implementation will assist Dowling's academics attain its goals and objectives:

1. To develop in students a professional point of view in the science of management with respect to

- a. organization,
- b. operation,
- c. administration, and
- d. control of a business enterprise.

2. To serve as a valuable resource for the Long Island business community in the development of its management talent.

3. To develop in students a decision-making capability through application of quantitative tools as a key supplement to their own value judgments.

4. To develop in students the capability of utilizing knowledge within the complex environment of our society while creating in them a sense of business ethics and responsibility to qualify as prospective managers whose mission is to assume social responsibility as well as to serve their own economic interests.

5. To make constructive academic and intellectual demands.

The attainment of these goals will make Dowling College's Master of Business Administration program one that serves its constituencies well and maintains the integrity of the Master of Business Administration degree. Serving the various constituencies well will assist the Dowling College faculty, Administration and Board of Trustees accomplish the college's mission.

BIOGRAPHICAL SKETCH

of

JAMES F. NEWMAN

Education

B.S. - Accounting. New York Institute of Technology, Old Westbury, New York.

M.B.A. - Certified Managerial Accounting. Hofstra University, Hempstead, New York.

Business
Background

Forty years: Retail Management
Manufacturers' Representative

Professional
Background

Present

Dowling College, Oakdale, New York.
Assistant Professor Finance.
Finance Discipline Coordinator.

Prior

Lecturer in Accounting at the State
University of New York at Stony Brook.

Adjunct Assistant Professor in Accounting
and Management at Nassau Community
College, Garden City, New York.

Adjunct Assistant Professor in Management
at the State University at Farmingdale.

Instructor in Accounting, Business Law and
Computer Operations at Adelphi Business
School, L.I.